

PERSONAL COLUMN

When Mr Kenneth Baker was appointed Secretary of State I thought I would devote this article to a list of actions he might take to restore the morale of the teaching profession. My recommendations began, obviously enough, with more money for salaries, buildings and books. I continued with a General Teaching Council, a Royal Commission on the future of higher education, mandatory grants for young people in non-advanced or part-time education, the breaking down of the concentration in universities on the three-year continuous-straight-from-school honours race, more continuing education and part-time degrees. And so on.

During the last three weeks, every newspaper has published reams of advice for Mr Baker, so that I imagine him in his room at the DES up to his nose in a sea of cuttings, memos and letters. The proposal for a General Teaching Council, apparently already under consideration by Mr Baker, was immediately attacked in a leader in *The Daily Telegraph*. While he is already learning the difficulties of achieving consensus, I began to feel my projected article was out of date.

During these weeks I was fortunate to escape from committees to see two artistic productions of high quality. One was the Merchant-Ivory-Jhabvala film of Forster's *A Room with a View*, screened at the Corner House, Manchester's new film and exhibition centre. The second was Robin Glendinning's *Mumbo-Jumbo*, joint first prize-winner of the Mobil Playwriting Competition, brilliantly performed at the Royal Exchange, with Nigel Stock as the dean of a public school in Belfast.

These were experiences whose implications I'd like to describe to Mr Baker, as he starts to grapple with his gargantuan task. I think they are just as important as a shopping-list of reforms.

Both film and play raise crucial educational issues. *A Room with a View* represents the best of progressive ideology, with the heroine, Lucy Honeychurch, learning to



BRIAN COX

Artistic licence

'We must have more vocational training, but we need a renewed vision of enrichment.'

The film delightfully captures Forster's wit, with sensitive interpretations from Maggie Smith, Judi Dench and Denholm Elliott. As the English party travels across the Tuscan countryside above Florence, beautifully photographed, the clergyman objects to the Italian cab-driver putting his arm round and kissing his "sister". But Nature triumphs. Simon Callow as the Reverend Beebe romps splendidly in the nude bathing scene, when Lucy (Helena Bonham Carter) is confronted by truth in the person of the naked George Emerson (Julian Sands).

The majority of the audience at the Corner House were under 30, all very appreciative of the delicacy and charm with which the actors performed. As often when I witness a superb work of art, I felt very happy, like Caliban when he hears the music of Prospero's island, and cries to dream again.

The early Forster of *A Room with a View* treats Lucy's emotional development very simply. He even provides a romantic ending, as after their marriage Lucy and George sit together in their hotel window, looking out

Robin Glendinning's *Mumbo-Jumbo* also shows how the emotional and imaginative life of young people can be repressed by outmoded traditions, but his play is set in contemporary Northern Ireland, where undisciplined emotions give birth to sectarianism and killing.

The action begins with a class of Belfast public school boys chanting in unison Vachel Lindsay's poem, "The Congo":

"Then I saw the Congo, creeping through the black, Cutting through the forest with a golden track . . ."

Mumbo-jumbo, God of the Congo . . . Mumbo-jumbo with hoo-doo you."

The boys enter enthusiastically into this ritual chant, an outlet for sexual energies their boarding school has frustrated. They turn inevitably to homosexuality, with the main character, Barry Dunham, desperate to escape from the claustrophobic atmosphere and to become a day boy.

Nigel Stock as the English dean stands for nationality, and he reflects the school's rigid authoritarianism which pays small heed to the boys' emotional problems. As the play builds towards a violent climax, Glendinning's expression and discipline.

And so back to my advice for Mr Kenneth

Baker. For those of us who teach, sanctions and strikes, vouchers and crown schools, seem distractions from our real business. We want to be left alone with the children and young people in our charge, helping them to achieve self-fulfilment and to advance in their understanding of the disciplines of knowledge. We are not concerned just with vocational training, but with extraordinarily sensitive, difficult problems of child or student development.

Although it was not his intention, Sir Keith Joseph demoralized those of us whose concern is to develop the creativity of our pupils. Cuts and more cuts, the movement of resources from arts to sciences, utilitarian values, seemed expressions of a community which had lost its faith in true education.

A *Room with a View* and *Mumbo-Jumbo* are concerned with the quality of British life. We all know that we must have more vocational training, but at the same time we need a renewed vision of educational enrichment, with growing opportunities for young people, like those at Manchester's Corner House, to enjoy the arts, to develop the heart's affections and the imagination.

And so what should Mr Baker do? I have the answer, and it costs nothing. Just one speech, Mr Baker. Tell us you believe in teaching, in education, in the arts. We know money won't flow like water, but tell us that we shall live in a society which cares about expanding real educational opportunities for all. If you do this, we teachers, like Caliban, will see the clouds ready to drop riches upon us, and will not know whether we dream or wake.

NEXT WEEK

Why not try a partnership?

Professor Marten Shipman suggests ways to do things with teachers, rather than to them.

School radio

I low fourth and fifth form enthusiasts put their school on the air, thanks to

EXTRA: Life skills

THE TIMES Educational Supplement

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FIRST PUBLISHED 1910 PRICE 85p

Plan to take away voting right causes outrage

by Mike Durham

Teachers, parents and church leaders would be barred from being co-opted on to education committees as voting members under proposals outlined by the Government-funded Widdicombe committee on local government ethics published yesterday.

The conclusions of the long-awaited independent report have been greeted with dismay by all three groups. The report comes down firmly against co-opted members taking part in local decision making - although it acknowledges there is a role for local advisers.

Along with other recommendations on local government business, the proposal will now be studied by the Government and could eventually be incorporated in a future local government Bill.

This week a spokesman for the National Union of Teachers described the proposal as "outrageous" and the National Confederation of Parent Teacher Associations said it would be "very sad" if co-opted members were barred.

Mr Mike Power, assistant secretary of the Catholic Education Council, said that it would be a "retrograde step" if church representatives were denied the right to participate in local education committee decisions.

The Widdicombe Committee came to the unanimous conclusion that local democracy would be best served if only elected members take decisions. But advisers could contribute to the debate, possibly at separate, non-policy making meetings.

At present, all but one local education authority - Croydon - includes co-opted members on its education committees under a section of the 1944 Education Act.

Parents have the right to sit as voting members on education committees in about seven or eight local authorities. Almost all have representatives from local churches.

The NUT spokesman said: "Teachers provide a very useful balance to councillors on education committees. We see nothing wrong at all with the present set-up."

Other recommendations by the Widdicombe Committee include: ● A right for councillors to hold one-party policy committees, providing they are held in public and do not take administrative decisions; ● Greater duty for councillors to declare an interest if their work related to the subject under discussion.

● A ban on officers at the third tier and above serving as elected councillors in other authorities bigger than district councils.

● A duty to include minority parties in proportion on committees and sub-committees.

● Paid councillors, with committee chairmen (including education chairmen) receiving a bonus related to the size of the authority.



From ringlets to punk, from perms to flower power . . . the "Let's Face It" exhibition at the Museum of London, sponsored by Boots No.7, traces the story of make-up and cosmetics in London over the past 250 years.

NUT ready to support appraisal agreement

by James Melkil

The National Union of Teachers will clearly signal its support for an agreement on appraisal - a key issue under discussion at the Acas talks on teachers' pay and conditions - in a policy paper to be published soon.

There now appears to be substantial accord between teachers' leaders and employers over appraisal at the Acas talks - although a pact may cost £100 million to implement. This is regarded as the most positive development that the two months of secret talks have so far produced.

The union's seal of approval will be contained in a policy paper which says such a pact may cost £100 million to implement. There now appears to be a substantial accord between teachers' leaders and employers at the Acas talks over appraisal.

The NUT price tag includes estimated costs for special training in appraisal methods, time spent in classroom observation, interviewing and follow-up work, extra teachers and secretarial back-up.

It does not include further costs on in-service training that may result from appraisal.

The NUT will not separate its willingness to co-operate on appraisal from the Acas package but is keen to sound positive because the Education Bill would give the Secretary of State power to insist on schemes.

Teachers and elements of the employers' side want unilateral imposition could be disastrous, as would a decision to go ahead without adequate funding.

Mr Peter Griffin, a former NUT president, said the union was ready to consider a three-stage development -

Acas talks - page 5
NUT education conference - page 12

setting up a steering group to establish initial criteria for appraisal, running of pilot schemes in local authorities, and drawing up guidelines for locally agreed schemes.

But in return, the union would want renewed assurances that appraisal would not be used as a punitive measure to discipline or dismiss teachers or be linked directly to pay

CRE mounts harassment investigation

The Commission for Racial Equality has launched a major survey of racial harassment in schools - the first of its kind, and intended to galvanize local education authorities into taking action on the Swann Report.

Community relations councils, voluntary organizations and pressure groups in more than 100 areas are being asked to submit an assessment of the level and kind of racial abuse reported in schools.

At the same time, the CRE has written to every local education authority in England and Wales asking them to say what progress they have made in implementing the Swann Report and what steps they intend to take.

Mr Gerry German, principal education officer at the CRE, said the surveys were being carried out because of the alarming reports and feedback the Commission was getting on racial harassment in schools, even in country areas with few black children.

Only about 30 l.e.s are believed to have drawn up statements on multicultural education.

The CRE's deputy chairman, Mr Bhikhu Parekh, is to meet senior HMIs in September to discuss how the Inspectorate could use its influence to bring about changes in the attitudes of l.e.s.

NOTICEBOARD

PEOPLE...

Mr A.J. McQuiggan, head of Rokeby School in the London borough of Newham, to be head of the Academic Britain's Council, El Salvador, from September.

Mr Tony Cline, principal educational psychologist, ILEA, to be co-director of professional training in educational psychology at University College London from October.

Mr Mick Mitchell, director of the Secondary Science Curriculum Review, to be general inspector for science, Surrey, from September.

CONFERENCES...

June 18 Time is tight Industrial Society conference for advisers, heads and deputy heads in secondary education to examine the "Continental day" and the use of flexi-time. Fee £40.25. Details from Joanna Hunter, Robert Hyde House, 48 Bryanston Square, London W1H 7LN.

June 22-26 International Round Table for the Advancement of Counselling conference in Lund, Sweden, on New Roles for Men and Women in the family and in work. Details from JRTAC, 44 Onslow Square, London SW7 3NX.

June 25 Marketing FE at Bolton Institute of Higher Education. Details from In-Service, Teacher Education Department, BIHE, Chadwick Street, Bolton BL2 1JW.

JUNE 26

BACE Open and Distance Learning conference for line managers and training practitioners in organizations considering using open or distance learning methods, at the Barbican Centre, London. Details: the conference secretary, BACE, 18 Park Crescent, London W1N 4AP.

June 30-July 4 International Chichester conference on information technology at Chichester College of Technology is offering reduced rates for educationists of £40 per day or £362 fully residential.

July 14 Determining INSET Needs - Committee for Research into Teacher Education and National Foundation for Educational Research conference at the Working Men's College, Crowndale Road, London NW1. Speakers: Ray Shostak, Cyril Postler, Ian Cleland and Alan Burgess. Fee £17. Details Dr Ray Sumner, MFER, The Mere, Upton Park, Slough SL1 2DQ.

EVENTS...

June 21 Open University Open Day at Walton Hall, Milton Keynes, from 10am to midnight. Children's films, lectures, concerts and displays of School of Education work. Details from John Martin at the Open University.

June 21 Professional Council for Religious Education national day consultation for RE teachers' groups at Northavon Teachers Centre, Bristol. Lord Swann will speak on the Swann Report and RE.

DETAILS FROM HARRY SMITH, REGIONAL SECRETARY PCRE, 47 Prospect Park, Exeter EX4 6NA.

June 24 Negotiation BEMAS-SEO lecture and workshop with Bob Morris and Richard Finn at Camden Teachers Centre, 100 Stanhope Street, London NW1. Details from Elsa Davies, Whitethill School, Cowley Road, Uxbridge, Middlesex.

June 28 and July 5 Fish as pets a lecture on keeping and caring for fish at the Natural History Museum at 3pm. Admission free without ticket.

July 14-16 Determining INSET Needs - Committee for Research into Teacher Education and National Foundation for Educational Research conference at the Working Men's College, Crowndale Road, London NW1. Speakers: Ray Shostak, Cyril Postler, Ian Cleland and Alan Burgess. Fee £17. Details Dr Ray Sumner, MFER, The Mere, Upton Park, Slough SL1 2DQ.

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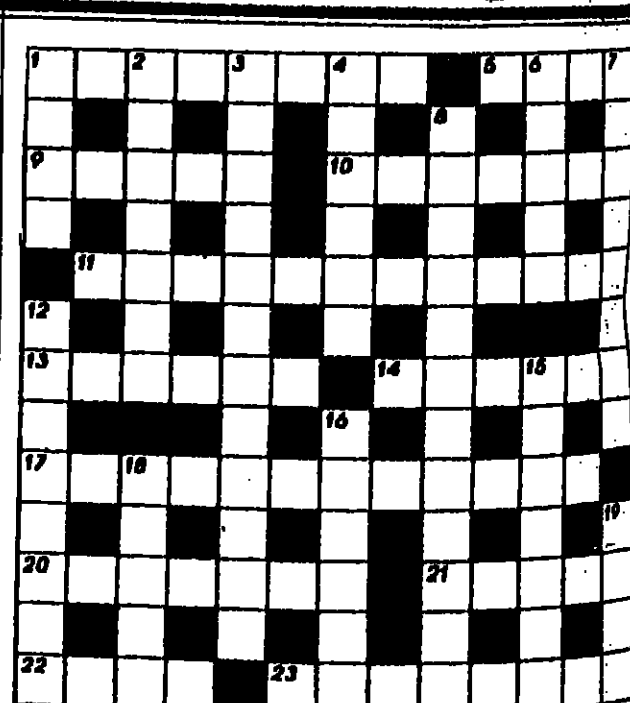
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No 258 CROSSWORD by Rufus



ACROSS

1 As a pre-Raphaelite he pledged himself to resist change (8)

2 Quite a lot of translatable stock? (4)

3 Turncoats, of course (5)

4 T.S. Eliot production for ladies and gentlemen (7)

5 The family's failure makes a wretched story (4, 8)

6 No traffic is met in such a street (3, 3)

7 Grow a vegetable (6)

8 Flaps on the street (6-5)

9 Unusual way to display anger (7)

10 Rodent that is about

DOWN

1 Empty sheep range (4)

2 Sweet courses prepared (7)

3 Keeping in mind what the host will be doing (12)

4 It's odd about the tares (6)

5 Emily provides something fragrant (5)

6 Is used maybe and split (8)

7 Having on like? (12)

to become angry (5)

23 Two-way agreement (4)

24 A spot of comfort for the local visitor (8)

25 Work with a kind of musical note (7)

26 Article getting serious towards end (6)

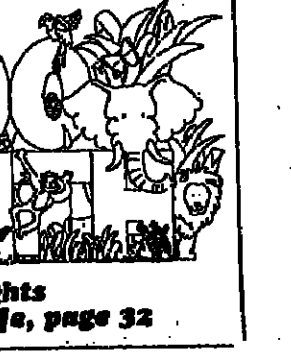
27 Five fish poems (5)

28 Fed up, youth gets to relax (4)

Solution to puzzle 257

THIS WEEK

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PLATFORM
DIARY
PRIMARY
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OVERSEAS NEWS
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NOTICEBOARD AND
CROSSWORD
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Honeymoon at half-way stage

How long can the honeymoon last? Mr Kenneth Baker's arrival at Elizabeth House seems to have come at a time when the teachers' unions were psychologically ready to start mending some of their fences. The rapprochement on the General Certificate of Secondary Education has been eased by the discovery that contrary to early declarations, the Secretary of State (and, of course, his banker, the MSC) has been able to find another £20 million. But it is not just the extra money which has done the trick: it also results from a genuine desire on the part of many teachers to get on with the job of making the new exam a success.

Not, of course, that Mr Baker's cheque book is unimportant: a bridegroom who is thought to be heir to a fortune has his own natural charm. One reason for the honeymoon is that high hopes are set on what Mr Baker may be able to deliver. Probably these hopes are a great deal too high.

There must be a real risk that he will not be able to live up to the expectations that have been loaded on to him. In the meantime, however, he can afford to be cheerful, and this in itself makes a welcome change after Sir Keith Joseph's less than ebullient manner.

Reports from the Acas talks suggest that, while some progress is being made in the working groups on structure and conditions of service, the hard bargaining has yet to begin. It looks as if there could be an accord on allowing some pilot projects on appraisal to go ahead, but not until agreement has

been reached on the larger and more contentious issues. From the teachers' point of view it is reassuring that the work which has already been undertaken by Mr Duncan Graham, the Suffolk chief education officer, is prominent in discussion. Mr Graham's investigation showed a full understanding of the resource implications of any serious scheme and the function of appraisal within a programme of staff development; and it recognized, too, how completely dependent any worthwhile appraisal scheme must be on the willing participation of the teachers, both as appraisers and appraised. There is a long way to go before any pilot scheme could be made the basis of a universal programme and contractual commitment, but the sooner a start is made, the better.

If the smiling Mr Baker's New Man visage commends this more acceptably than Sir Keith's anguished, but no less genuine, concern, so much the better.

It is important for Mr Baker to use the honeymoon period to establish relationships - both with the teachers' leaders and the leaders of the local authorities - which will serve the education service in good stead when the going gets rough again, as it seems bound to do when his post-date cheques have to be cashed.

The agreement between the university teachers' representatives and the vice-chancellors on the outline of a major pay review (with increases of between 13 and 30 per cent which would add in all

some 24 per cent to the universities' academic pay bill) could well prefigure the kind of proposals which might emerge from the Acas talks. The digits might be different but the principle could well be the same - a deal in outline between teachers and their employers which would be wholly dependent on persuading the Secretary of State for education to put up his share of the funds required to pay for it.

The politics of the situation are highly charged. If the teachers' leaders can reach a settlement with the Labour-led leaders of the local authorities, the result will be seen as the most primitive kind of blackmail by the Conservative Cabinet. The authorities may well agree to pay more than they can afford, confident that if they and the teachers can reach agreement, the Government will have to accept it, or bear the full odium for a renewal of teacher action. When this happens, Mr Baker is going to need all his charm and fancy footwork.

If the teachers have deceived themselves about his fortune and come to believe his honeyed words have deceived them, the honeymoon will end in a shambles. It is most important that realistic voices on the teachers' side should discourage excessive speculation and counsel realism. Mr Baker must be as well placed as any Minister for more than a decade to get a better share of the national resources but he is certainly no miracle worker and only harm will come if the teachers allow themselves to be deceived by exaggerated hopes.

In the meantime, however, so far so good.

COMMENT

The gift of tongues

All credit to Mr Chris Patten and his DES colleagues for recognizing that, if Britain is to have an adequate modern languages teaching policy then, to quote this week's draft policy statement on the subject, "some, but by no means all, of the necessary developments will require extra resources".

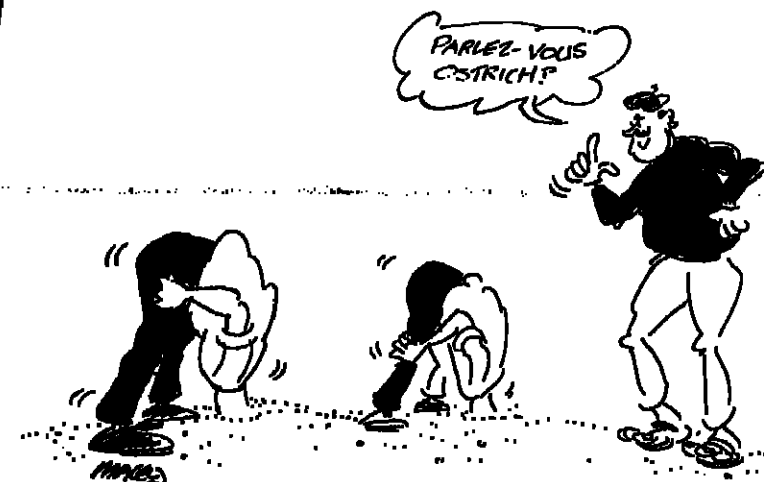
What is clear is that there is a long way to go. Surveys undertaken by the Assessment Performance Unit show that a third of British 15-year-olds who are learning a foreign language have only the most rudimentary knowledge. Only an "ostrich", says Mr Patten, could be satisfied with this state of affairs and he is undoubtedly right.

The Government appears optimistic in its view that the teachers required to expand and diversify - that is, less French, more other - language provision are ready and waiting. DES officials say that only 24 per cent of the 280 qualified Russian teachers are teaching Russian and 79 per cent of qualified Spanish teachers teaching Spanish. Diversification, they appear to believe, is simply a question of switching such teachers from the teaching of French to the teaching of their main language. But on the APU evidence, most French teachers have little success with French. Why should one assume that they will teach Spanish or Russian any more effectively?

The DES maintains that there is an adequate number of applicants for PGCE courses in modern languages but this does not seem to be borne out by the 24 per cent drop this year in PGCE applications. Anecdotal evidence from chief education officers would suggest problems in the recruitment of modern language teachers at all levels.

The document evidently hopes that changes in GCSE and the new A level will encourage more to continue with French longer, but beyond calling on each I.e.A. and school to put its language policy on paper, there are few practical suggestions as to why more should mean better.

Improvement will only occur when pupils want to learn other languages.



They will only do that when language competence means better job opportunities. And, as the policy document points out, British commerce has a low regard for language skills. Till this changes, the schools have an uphill task. This draft statement means well but adds up to very little.

An Oxford tragedy

An Oxford tragedy involving the daughter of a Cabinet minister combines a lethal mixture of ingredients calculated to intoxicate the popular press and feed the *Dallas* appetite in all of us. The story has a macabre horror. It appeals to the snobbery of the masses - the same snobbery which always finds Oxford newsworthy and most especially when millionaire socialites come to grief in a milieu of conspicuous consumption.

It is useless to argue that this relates to a tiny fragment of the life and work of a great university, or yet to speculate on the more humdrum existence of students, serious or frivolous, who rub along without the resources to indulge in spectacular (or tragic) excess. As far as the media are concerned, this is the quintessential Oxford, that of Evelyn Waugh and *Brideshead*, which every self-destructive, nostalgic instinct in

the uncertain England of the 1980s longs to revisit. Will this horrible - yet fascinating - episode militate against Oxford's own attempts to get more candidates from the maintained schools and in particular the comprehensives? Yes, it must set back attempts to break down the anti-Oxbridge prejudice among possible candidates who already have a mistaken idea of what the ancient universities are like. But, just as anyone who chose to go to Oxford in the belief that the university is full of eccentric members of the German aristocracy would be disappointed to find this is not so, so too it should not be impossible to convince anyone intelligent enough to be in the running for an Oxford place to put this miserable story in perspective.

Indeed, perhaps it would make an excellent case study in any sixth-form general studies session on the mass media.

Amber light for Labour

One of the hardest things for a party in opposition to do is to come to terms with the fact that it is just possible it might win the next general election. Labour seems to be in that state of incipient revelation at the moment. Labour's policy-making instincts

generate impossible demands and when the moment of truth comes the shadow chancellor, and the party leader himself - have to tell their colleagues to cool down and start to be reasonable.

There were signs of this last week at Labour's special conference on higher education at Birmingham (page 3). Mr Hattersley was unable to be present in person to deliver his speech but his message was faithfully presented for him. After the knock-about attack on government policy towards the universities and polytechnics, and the statement of impeccable principles, came the crunch: "the programme we propose... is, of course, an ambitious and expensive enterprise. All of the expense is justified... But some will not be immediately possible... I doubt if it will be all for which Gilles Radice asks..."

The signal is clear even if the language is muted. There is not going to be much more money for higher education however big the party chooses to speak. Labour might well feel it has its hands full to hold back further cuts. Mr Hattersley did insist, however, that the principle of similar treatment for similar work would stand - meaning, presumably, an up-grading of polytechnics and a corresponding reduction in the levels of university funding - but perhaps this, too, will go on the back-burner, because it is replete with controversy which not wanted. Promises about student support still look the most expensive of Labour's pledges.

Student support is now elbowing its way back to the front of the queue in the DES. Perhaps someone has worked out when Lord Hailsham is going to retire and thinks it is time to try for the umpteenth time to break the mandatory grant hoodoo. Both parties know that a change has got to come, but can't resist the political urge to make it as difficult as possible to hammer out a new deal.

no comment

Worldwise: Nuclear Weapons is a study of nuclear weapons around the world aimed at secondary schools. Advertisement for computer software.

Second opinion

What price coherence and ideals?

While the GCSE row rumbles on, interesting things are happening in the world of pre-vocational education. This week, the last Business and Technician Education Council general courses are completed; September sees their replacement by the Certificate in Pre-Vocational Education.

For most schools involved, the metamorphosis is welcome.

The CPVE is seen to be much more than a course of general or pre-vocational education. It is also a statement of principle, about the learning and teaching process.

But the CPVE expensive both in teacher time - much more so than BTEC and City and Guilds London Institute precursors - and teacher commitment. It demands a commitment from its students too; a vote of confidence in its value and credibility. There are indications that this confidence is being undermined.

It was perhaps inevitable, given the market opportunity, that the CPVE should be extended to part-time students; inevitable, from that, that it should serve to certify the educational component of the two-year Youth Training Scheme. But the corollary is that the one-year course was planned to be, "for those choosing to stay on in full-time education", effectively devalued; the more so because students who choose to take it are financially penalized via A-levels their part-time and YTS counterparts.

If the CPVE fails in the schools (and the recent TES report "Fewer stay on as YTS takes off" was ominous), we shall have lost more than wasted time and money.

That is why the joint board's determination (also reported in a recent TES) to move into curriculum 14-16 is so disturbing. In the commercial sense, it shows enterprise; but it is tendentious and blatantly divisive. "A new curriculum pathway for students unsuited to the traditional academic curriculum" is merely a restatement of the false antithesis between the academic and the practical that has for so long bedevilled our schools, and which the GCSE, to its credit, is trying hard to resolve.

It is a sheep and goats curriculum: and what sort of message is that for students considering the challenge of the CPVE?

Rather cynically, the BTEC, joint controller of the joint board's stock-trade, has spelled the message out. A year ago, it announced the introduction from 1986 of a new first certificate diploma course, in place of the BTEC general now subsumed into the CPVE. The new course, it said, was for students of "good average ability". CPVE students please note - not yet qualified to embark on vocational courses for the council's national awards.

Faced with protest from CPVE schools and colleges, the BTEC announced that it would be available full-time only from 17-plus, and that it would have "a sharper vocational focus" than the CPVE. Now, however, the council has reneged: the new qualification will be open to all from 16-plus. It will be the normal route for the entry to the national awards for those "more appropriate" route for those who have taken pre-vocational courses already. And it will be, of course, a further education qualification.

This speaks eloquently of coherence and progression and the high idealism of the CPVE. It speaks eloquently of the joint board, too. Can it be that the co-partners, who so stridently denigrate to be midwives to the CPVE, are going in for infanticide? If so, the schools will want to know - preferably before September.

Michael Duffy

Michael Duffy is head of King Edward VI school, Northampton.

TES staff report on efforts by the Labour Party to focus upon their education policies this week

Casting around for Labour's leading lady

by Barry Hugill

Giles Radice's first task as Education Secretary would be to come up with Labour's version of Baronesse Cox.

Mr Christopher Price, former Labour chairman of the Commons Select Committee on education and now director of Leeds Polytechnic, made this suggestion at a gathering of educational luminaries gathered together by the party in London on Tuesday to tell it how to create better schools.

His was one of the more original contributions on offer and met an immediate response from the eminent presence - few of whom are slow in coming forward.

Mr Price's point was a perfectly serious one. That Baronesse Cox has done more than Sir Keith Joseph to make education an election issue was the gist of his contribution. By constantly "making headlines", she has forced people to ask themselves what schooling is all about.

The Labour Party has never suffered from lack of educational policies. It has so many that few people can remember what they all are. The problem, according to Mr Price, is actually doing anything about them once in office.

Only last week, Mr Radice was slapped on the wrist by the Shadow Chancellor, Mr Roy Hattersley, for appearing to promise more money for higher education than he, Mr Hattersley, will be prepared to give him if he takes over at the Treasury.

Mr Price believes Mr Radice to be a rather genteel creature and fears that, without outside support, Mr Hattersley might treat him roughly - thus his search for a redder version of the Baronesse.

Two obvious candidates were on view on Tuesday, leaving aside Mr Price who was far too modest even to hint that the mantle should fall on him. Mrs Frances Morrell has a good

track record and has almost shed whatever reputation she might once have had as a dangerous extremist. She has even taken to telling funny stories which is a sure sign of political maturity.

Ms Beverly Anderson, the country's first black headteacher, television newscaster, and almost certainly first lecturer in education at Oxford, albeit the Poly, would, no doubt, be an excellent first black Baronesse.

Both have the virtue, rare among Labour educationists, of speaking in English. Neither mentioned "input systems" once and both steered well clear of "delivery models".

Mrs Morrell has discovered the virtue of the 3Rs and believes that Mr Radice's job would be to ensure that every child - regardless of race, class or sex - should receive as good an education as the offspring of the rich. Indeed, she thinks that the wealthy, through taxation, should pay slightly more towards the schooling of the less well-off.

Ms Anderson is undoubtedly impressive. She demanded of Mr Neil Kinnock that he be honest with the electorate and spell out what he intended doing and what it would cost. He did not answer her questions and probably will not elevate her to the Lords. But look out for her on the party political broadcasts.

What Mr Kinnock did promise was to spend money in places "where we will get the best value for pupils". And he made an offer that he hopes no elector can refuse.

"I will make a contract to tell the truth and do all that is possible," he declared. In return, he asked only that people give him sufficient support to carry through the changes that Labour believes necessary.

As to what those changes might be, he was a little vague.

New move to neutralize peace studies

A determined attempt to "neutralize" the teaching of peace studies is to be made by the Independent Council for Education in World Citizenship.

The move follows allegations from senior Conservative politicians such as the Baronesse Cox that much teaching of peace studies is blatant propaganda for the unilateralist cause.

The council is to convene a working party to produce a teaching pack which will incorporate all viewpoints on the subject.

Meanwhile, peace studies was subject to a broadside from Mr Geoffrey Fattis, Minister for Information Technology, on Monday evening.

In a robust speech to Rank-Xerox executives, he said that giving more money to education could make things worse because authorities like the Inner London Education Authority would spend it on "gimmicks" like peace studies and anti-racism rather than straightforward teaching.

Grant review

The Home Office is reviewing the £703,000 grant it gives to Avon's multicultural education centre under Section 11 of the 1966 Local Government Act, the Commons heard this week.

A staff member, Mr Jonathan Savery, was accused earlier this year by black colleagues of racism because of an article he wrote in the right wing *Salisbury Review*. A council disciplinary panel cleared him of this charge last month.



SDP attacks exam funding

A survey by the Social Democratic Party indicates "a lack of proper funding and preparation on a national scale" for the 16-plus.

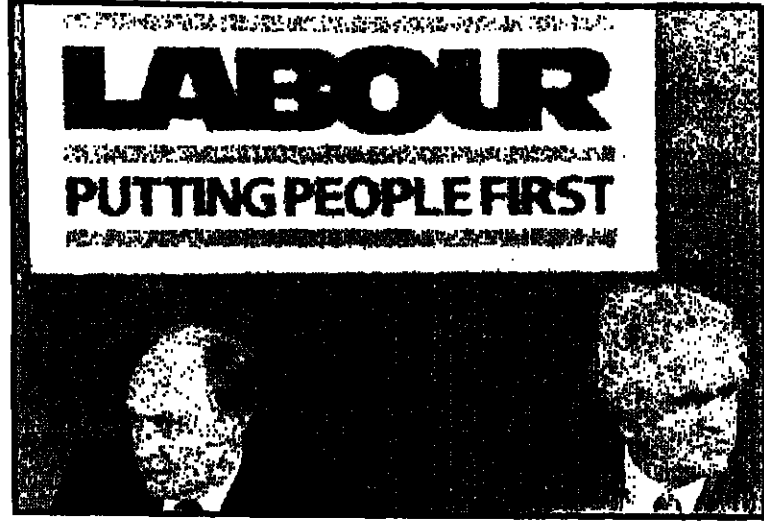
Ms Anne Sofer (above), the party's education spokeswoman, said yesterday that the survey showed many school staff to be ill-trained and that many pupils would be under-financed for GCSE books and resource material.

Meanwhile, the final obstacle to the September introduction of the exam was removed after Mr Kenneth Baker, the Education Secretary, had a meeting with National Union of Teachers' leaders.

Mr Doug McAvoy, the NUT general secretary, announced after the meeting that his union was dropping its boycott of the GCSE.

The union is claiming a minor victory after Mr Baker promised them an extra £20 million of the £220 million for spending on GCSE training.

NEWS



Facing both ways? ... Neil Kinnock and Giles Radice at the Labour Party seminar on Tuesday.

Hattersley rejects rapid university expansion

by Hilary Wilce

Mr Roy Hattersley, deputy leader of the Labour Party and the Shadow Chancellor, last week warned that, although a Labour government would halt higher education cuts, it would only be able to fund a gradual expansion of the system.

The party's higher education programme - which includes hugely expanded opportunities and a restoration of grants to their 1979 values - was "an ambitious and expensive enterprise", he said.

"All the expense is justified. Much of it is urgently necessary. But some of it will not be immediately possible."

Mr Hattersley was due to open a special conference on higher education in Birmingham last Friday, but was delayed in London. His assistant, David Hill, reading Mr Hattersley's speech, told the audience of academics that more funds would be forthcoming.

"But it will not be all you need - even less will it be all that you ask for. To be frank, reasonable though I know him to be, I doubt if it will be all Giles Radice (the Opposition education spokesman) asks."

The warning was in line with others which Mr Hattersley has issued recently.

ly emphasizing the need for a Labour government to identify priorities and stick to spending targets.

He promised that, if Labour came to power, the higher education system would see some expansion and "we will gladly acknowledge and constantly proclaim the central relevance of higher education to our future - not as a gift, but as a direct and material investment in our future."

The present Government had talked education down, he said. A Labour administrator would talk it up to "recreate the environment in which it is properly understood, properly valued and eventually properly funded."

Mr Hattersley accused the Government of a policy of "reckless vandalism" towards higher education, whose future was being swamped by prejudices about public spending.

A Labour government would work to widen opportunities for working class and mature students, women and ethnic minorities, by improving selection procedures, encouraging students to stay on at school after 16, raising school achievement levels and providing better financial backing for students, he said.

Exams link pledge

The Labour Party is planning to link up school and vocational examinations in its election manifesto pledge on education.

The move is seen as a first step towards the goal of incorporating GCSE and vocational awards into a single credit-based system.

Labour foresees eventually the restructuring of GCSE and vocational awards and so opening up the higher education system to a far wider range of students, including adults wanting to improve their qualifications or change careers midway through life.

The initial stage - that of placing GCSE and vocational qualifications under the jurisdiction of one national examinations council - is seen as a necessary progression from the proposals now before the Government for the restructuring of vocational qualifications.

The party has already expressed concern that the current proposals fail to address the essential problem of how to link academic and vocational qualifications to form a single, coherent examination structure recognised by universities and employers alike.

Labour believes, too, that the present proposals will mean the vocational channel to higher education will continue to be seen as a second-class route.

By drawing together the GCSE and vocational systems under one umbrella examinations body and eventually amalgamating them in a single modular system, the Labour Party would be seeking to "comprehensively" the post-16 education service and broaden the intake to higher education.

The plan also envisages linking the functions of Her Majesty's Inspectorate with bodies like the new Training Standards Advisory Service which is currently being established to monitor YTS standards. A new education and training inspectorate would also have responsibility for ensuring the quality of in-service training programmes.

The new inspectorate would be expected to explore new means of assessment, adopting such elements as skills testing and the compilation of records of achievement for each individual student. - *THES*

Cleaners sweep out the workaholics

by James Metkile

Teachers have been told to work shorter hours because they are getting in the way of school cleaners.

Staff in the borough of Newham, like thousands of teachers in other parts of the country, have been arriving early and staying on late - but now their local authority is asking them to stick to an 8 am to 5 pm day.

The teachers have also been asked to stay in the staffroom wherever possible and occupy classrooms only when absolutely necessary.

The suggested hours constitute a "reasonable approach" to the problems for cleaners, says a letter to schools.

However, schools will not look on the 8 to 5 limit as "an exclusion zone" around the school day, said Mr Anthony Chapman, president of the National Association of Head Teachers in Newham, and head of Kensington primary school. "In my school there are people always here before 8 am and after 5 pm and we always have a lot of cleaning staff."

He speculated that the I.e.A.'s letter had been prompted by a breakdown in communications in one school. The letter to schools commends teachers on their commitment to preparation, marking, and other professional duties and says there is no wish

to inhibit their work seriously. A spokesman for the authority said: "While teachers are obviously the most important people in schools, ancillary staff have an important role to play and we have got to give them time to do their job."

Phonetic dictionary launch

A phonetic dictionary is published this week for people who cannot spell well enough to look up the word they want. It is the first of 10 years work by a Newcastle university lecturer and a Northumberland schoolteacher.

Applied psychology reader Mr David Moseley, said the user simply had to say the word and listen to the sound it makes; especially the first letter and vowel sound.

The 17,000 word dictionary had

been tested extensively in schools and a group of 10-year-olds improved in spelling by an average of 11.4 months after using the dictionary for three months, added Mr Moseley.

Aurally Coded English Spelling Dictionary by David Moseley and Catherine Nicol is available from Learning Development Aids, Duke Street, Wisbech, Cambridgeshire PE13 2AE.

New look at student loans

A comprehensive review of the student support system was announced by Mr Kenneth Baker, the Education Secretary, on Wednesday. The review will include another examination of student loans - an idea thrown out by

the Cabinet a year ago. Levels of student grant for next year were also announced, as was a predicted decision to allow students to opt out of the housing benefits during this summer vacation.

Professional Association of Teachers

WHAT EVERY TEACHER NEEDS TO KNOW

PAT is the most rapidly growing teachers' union in the United Kingdom. Its membership increased by 12,000 in 1985. In 1986, there has been a further increase in membership of several thousands.

PAT was responsible for the referral of the 1985/86 dispute on teachers' pay to ACAS and is committed to establishing professional conditions of service and professional levels of salary.

PAT has shown it is possible to advance teachers' interests without harming pupils' education.

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Derby DE1 5BR

The profits of partnership

Marten Shipman's programme for improving schools suggests ways of doing things with teachers rather than to them

There could hardly be two more contrasting paths to improvement than those suggested by the Audit Commission on one hand, and the Better Schools conference organized by the Department of Education and Science on the other. The outsiders saw the need to encourage initiatives among teachers. They recommended activity-led staffing, investment in innovation, giving financial responsibility to teachers, and allowing schools to keep and re-invest some of the savings which could come from improved management.

The DES looked for ways of constraining teachers. The chapter headings of the Better Schools conference report are Public Examinations, Records of Achievement, Testing, The Work of the Assessment of Performance Unit, Techniques for Appraising Teacher Performance, and School Self-Evaluation. Where the Audit Commission wants to do things with teachers, the DES wants to do things to them.

The programme that follows would secure a genuine partnership. It would be risky—but so is the present impasse. It would require improved management, but so does current schooling. It would bring some zest back into teaching, reward the successful and give hope to the young and bright whose prospects have dimmed with contraction.

Every I.e.a. should have a Teachers' Initiative Fund. The teaching profession needs seed-corn for enterprise.

ment, but so does current schooling. It would bring some zest back into teaching, reward the successful and give hope to the young and bright whose prospects have dimmed with contraction.

1 Accept the challenge of the Audit Commission and give heads and teachers responsibility for the resources they use. Local authorities that have moved in the direction of giving schools more financial control have usually excluded staffing.

Yet when salaries take such a high proportion of the money allocated, only the imaginative use of staff can release resources. The norm of one teacher to one class in one room, with staffing allocated in line with pupil numbers, inhibits alternative forms of organizing learning.

One post vacant can release £10,000 for part-timers or job-sharing, or collaboration with parents and employers, or buying resources that might have more impact than reducing pupil-teacher ratios.

2 Central and local government should broaden the scope for initiatives among teachers. Every I.e.a. should have a Teachers' Initiative Fund to finance small-scale research and development enterprises in and around schools. The DES could establish a national fund. If the money has to be taken from large-scale research programmes, it would still be worth it. The teaching profession needs seed-corn for enterprise.

3 There should be intelligence-gathering inside the school and by I.e.a.s. The ILEA's Innovation and Development Exchange (INDEX) is a model. Distributing such information to all schools would encourage initiative, give the enterprising an audience and spread good ideas around.

4 There should be rewards for successful initiatives. An I.e.a. initiatives fund



could be used to pay for cost-saving or good ideas. If teachers can think of ways to improve school organization, the curriculum or the management of learning they should be rewarded. If they, or non-teaching staff, can find ways to reduce waste in heating, lighting, cleaning, resourcing or maintaining schools, they should share the savings.

5 Barriers to mobility should be removed across the service. A start has been made in teacher education where staff are to gain "recent, relevant and substantial" experience of the teaching for which they are preparing their students. But the barriers need breaking down, not by-passing. There should be mobility between teaching, lecturing, advising, inspecting, researching and administering. This should be built into contracts of employment.

Rightly, tenure has been identified as a weakness in teacher education. But immobility there is no more harmful than elsewhere. Getting some movement into the service would encourage thousands of very able young teachers now stuck on low salary scales with promotion blocked by a generation that moved into top jobs with the ease created by earlier expansion.

6 All schools should be organized to encourage entrepreneurship. Groups of teachers should be encouraged to come up with new ideas for the effective management of learning. Many schools have such groups looking at the curriculum.

They should be built into school management, using the freer financial arrangements and incentives to engage in R and D activities. They should look in particular for ways of using the expertise and experience of parents

Mobility between teaching, lecturing, advising, inspecting, researching and administering should be built into employment contracts.

and employers. They should have access to the governing body and be the channel for mobilizing the energies of teachers.

7 Each school should be organized to promote a corporate culture. Every teacher, however junior, should know how the school works and feel that he or she can play an influential part. That is the strength of the current vogue for self-evaluation and curriculum review. If it is to be effective, headteachers have to acknowledge that they are leaders of a team of professionals engaged in collaborative activity.

8 Policies, theories and practices that impose ceilings or constraints on achievement among children should be rejected in the initial and in-service education of teachers. Explanations in terms of genes, social background, self-concept or economic sub-structure remain in the literature and are deterministic and unrealistic.

9 The current fashion for setting criteria for examination, records and course approval should be restrained. Criteria define and limit what is to be counted as success. They may be replacing norm-referenced evaluations that yielded little useful information except comparison, but they can themselves set targets that can become norms, and act as ceilings.

When combined with accreditation, criteria can become a straitjacket. The promised accreditation of records of achievement in all secondary schools could act as a clamp on adaptation.

Similarly, if teacher appraisal is achieved through criteria defining minimum competence, that could become a norm inhibiting the innovator, and imposing limits on the teaching role.

10 The quality of school management must be improved. It is rightly a national priority for in-service training. Yet too often the emphasis is on the application of top-down information, accounting or control systems to schools.

Successful service organizations don't constrain but promote initiative and innovation at all levels. They flourish by adapting rapidly to changing contexts. There are unchanging verities in schooling that make it dangerous to borrow models from business schools. But at least the most modern and promising should be used, not those rejected by sunrise industries because they inhibit enterprise.

The most depressing aspect of schooling is its inertia. Teachers complain of waiting for the resources they need for improvements. Arrangements that frequently bore children have come to be seen as natural, open to improvement only through some magic, throwing human and material resources at the problems.

But there is nothing natural about classrooms containing 20 or 30 pupils under one teacher from 9 to 4 each day, with learning divided up into subjects, and culminating in a public examination. It may seem the only way when you have been involved in it for years, but it can be a drag on learning and destroy the joy of teaching. It is institutionalized in the education of teachers, in salary structures, in the staffing of schools and colleges, and in the use of teachers within them.

The way forward is first to reject the

The Better Schools programme neglects the need for policies that could invigorate a jaundiced teaching force.

term "state" schools. They are tainted by public money. They flourish only through the efforts of teachers and the support of parents. The role of government, local and central should be to provide sufficient resources, a context in which enterprise can flourish, and rewards for the enterprising.

The Better Schools programme for the future of the education service neglects the need for an active partnership, for policies that could invigorate a jaundiced teaching force. It is essential to the service but it should not have dominated the agenda. Space should have been found for stimulating teachers to improve education being so closely monitored.

Marten Shipman is Dean of Education at the Roehampton Institute, London.

James Meikle reports on the progress of the Acas talks

No pay and conditions deal before the autumn

Any hopes of a pay and conditions deal being agreed by teachers and employers before the summer holidays seem to have disappeared.

Hard bargaining has still to start after two months of talks under the supervision of an independent panel at the conciliation service, Acas. It is likely to be September, at the earliest, before it is known whether the two sides have any chance of agreeing to a package to put the Government.

Significant progress has been made in discussions on the appraisal of teachers but there has been little movement in the areas of salary and career structure, duties and future bargaining machinery.

Opinions differ as to how constructive the talks have been but no one is ready to rock a boat that only set sail after a long period of industrial action. It is a difficult time for the teacher organizations, particularly those whose members have voted strongly for limits on class size, guaranteed marking and preparation time (especially now in primary schools) and a bare minimum responsibility to cover for absent colleagues. They have had to listen to employers stressing what they want to accept teachers as agreed professional responsibilities first.

Patience is still the watchword, particularly as both sides have their own differences to resolve. For instance, the local authorities are still promoting structure proposals, first outlined in 1984, which favoured a collegiate approach to the profession with an entry grade and a main professional grade, while the Department of Education and Science wants a more

hierarchical pattern. The teachers too have submitted a spectrum of proposals with perhaps the National Association of Schoolmasters/Union of Women Teachers coming closest to the local authorities. The two organizations representing heads and deputies, on the other hand,

have been pressing for a system that restored pay differentials. The Acas talks were set up in January following an agreement signed by everyone except the National Union of Teachers, but they only really got off the ground in April.

Four working groups began weekly meetings without the presence of the NUT. But the Burnham deal, for 1986, and the teacher's belief that more than 5.5 per cent of £519 would follow later, brought the NUT in from the cold.

The groups are due to complete their deliberations in the next 10 days and the first full session of proper negotiation will take place on July 9. Any possibility of the appraisal issue being separated from the other parts of the package will be firmly resisted by the teacher organizations.

Quick agreements are unlikely, although it is recognized that any "bids" for money to finance a new deal need to be made to the Government before it has finalized its local government spending plans in the autumn.

Parents warned of renewed disruption

by Geraldine Hackett

Schools could face further disruption this autumn if the Government does not provide the substantial sums of money needed to restore teachers' earnings, parents were warned last week.

Mr Fred Smithies, general secretary of the National Association of Schoolmasters/Union of Women Teachers, told a meeting organized by the All London Parents' Action Group: "Government may be prepared to give a bit but I don't think they have it in their

minds or hearts to deliver the substantial sums to bridge the enormous pay gulf."

He said teachers were still paid only two-thirds of what they earned 12 years ago, and reminded his audience that both pay and conditions of service were being discussed at the conciliation service, Acas, with the employers.

The outcome could produce a qualitative change in education, said Mr Smithies. Once teachers' duties were

set out in their contract, anything extra would have to be paid for. If a school wanted an orchestra or a football team, teachers would ask: "Where is the money?"

"I make no judgement as to whether that would be good or bad for the education system," he said. Parents at the meeting said they felt they should be kept informed of the teachers' case and asked the general secretary to organize meetings of parents with teachers.

Employers set an October deadline

by Diane Spencer

College and polytechnic lecturers were given an ultimatum on a conditions of service agreement last week by employers at a meeting of the National Joint Council.

Mr John Pearman, chairman of the management side of the Burnham Further Education Panel, told representatives of the National Association of Teachers in Further and Higher Education that he wanted an agreement by the end of October "at the latest".

He set out five "essential requirements" to be negotiated by then:

- An alternative to the grading of courses system;
- A review so that senior lecturers do not automatically do less teaching;
- A new definition of professional responsibilities to remove the concept of "remission";
- A new job formulation which takes account of different responsibilities and the workload at various parts of the year;
- A system of staff development and appraisal.

In a forthright speech, Mr Pearman expressed his "profound disappointment about the total lack of progress in discussions on reform of salary structure and conditions since the Burnham agreement last year".

Both sides then committed themselves to improving the economy and efficiency of the further education service. He pointed out that they wanted to achieve salary levels comparable with the professions in which teachers might otherwise be employed. And they acknowledged the principle of comparable pay for similar work in all of higher education.

Mr Pearman was angry about the about-turn by the NATFHE executive on a paper prepared for them by officials. Many of the detailed commitments to reform were removed before the paper was presented to the employers before last week's NJC meeting.

In his speech at the council, he said the paper "does not even begin to approach the remit we jointly set ourselves in 1985".

The NJC meeting ended without an interim pay offer or any agreement and was adjourned until yesterday.

In the meantime, NATFHE's executive set up a small group to hammer out a compromise on structure to put before the full national executive committee which met on Wednesday.

The results of Thursday's reconvened NJC will, under a conference resolution, have to be reported to the 100-strong national council of NATFHE.



Dons on the march... members of the AUT, angry not only over pay but also about cuts in higher education spending, lobbied MPs at the House of Commons

Hilary Wilce investigates whether a salary deal presented to university lecturers has any implications for schoolteachers

Lecturers await verdict on £170m pay package

In a month of intensive negotiations, university lecturers and their employers have hammered out the final details of a £170 million pay package covering salaries, pay structure and appraisal.

The deal is now before the Government. Both sides hope it presents a powerful case for the release of more resources.

Classroom teachers, having lost sight of their own convoluted pay negotiations, might envy such incisive bargaining, but despite some broad similarities, the lecturers' negotiations differ greatly in both form and content. Paving the way for the agreement was a management consultancy report detailing the effects of salary erosion on the recruitment and retention of high-quality staff. The report was jointly commissioned by lecturers and employers, with each side paying half of the £78,000 costs.

Negotiations are also smaller and more informal. Both teachers' and lecturers' negotiations have an independent chairman, but that is where the similarity ends.

On the union side there is just one organization, the Association of University Teachers, whose internal differences are resolved before coming to the bargaining table.

On the other side are representatives of the 100 or so universities, which

to the needs of their staff and institutions than the beleaguered and politically-divided local authority representatives who sit across the table from the teacher unions.

Nevertheless, the package shows that compromises are possible on sticky issues such as accelerated pay scales and appraisal.

Under the deal, increases will range from 13 per cent to 30 per cent, and will put 24 per cent on the salary bill. This includes a six per cent rise for this year and an 18 per cent increase as a result of the restructuring.

The framework is designed to benefit lecturers in their late 20s and early 30s, and senior lecturers and professors – otherwise likely to be lured abroad by higher salaries. Lecturers trapped at the top of a scale would also benefit.

The present two-scale structure is replaced by four. The lecturer scale has been lengthened and split in two, with promotion from one to the other being dependent on passing a quality test.

Additional discretionary points have been added to the top of the senior lecturer scale allowing universities to pay up to £200 more to individuals they want to reward or retain, and professional increases range up to 30 per cent at the top of the scale.

STORYCHEST

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arranged in association with
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 - Southville Primary, Bristol LEA: Avon
 - Edale C of E Primary, Derbyshire LEA: Derbyshire
 - Castle Bromwich Infants, Birmingham LEA: Birmingham
 - Rosedale Infants, Willenhall LEA: Walsall
 - Blackmore County Primary, Essex LEA: Essex
 - St. George's C of E Primary, Newtown, Birmingham LEA: Birmingham
 - Ninfield C of E Primary, Nr. Battle, E Sussex LEA: E. Sussex
 - English School, Hawalli, Kuwait
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Jeremy Sutcliffe reports on the repercussions of the Olivia Channon tragedy

The week that Oxford's bubbly went flat...

Oxford University's attempts to shrug off its *Brideshead* image appear to have suffered a serious setback following the death of Trade Secretary's daughter Olivia Channon.

Student leaders are worried that the resulting publicity will obscure the strides the university has made towards equal opportunity. And they are angry at the media's concentration on the small group of students, and their hangers-on, who come from rich and influential families.

More worrying is the negative effect the tragedy may already be having on the university's attempts to increase its intake from state schools.

Despite a new admissions system introduced last year, aimed at increasing this intake, half the first-year students still come from independent schools - a position little different from the 1982 figure.

Nevertheless, the students' union claims success for its target schools system, now in its fifth year, which aims to encourage more state school pupils to apply to Oxford.

This year about 250 Oxford undergraduates have visited up to 500 comprehensive, sixth-form and tertiary colleges in their home towns and villages. And the scheme has now been

extended with the publication of a new "fact pack" aimed at teachers, particularly in schools with no previous links with Oxford.

Robin Duggan, junior common room president at Magdalen College, is one of those deeply concerned about the events of the past week. "It is not like *Brideshead* - we are all ordinary people here. But it is quite difficult convincing some of the schools as it is without this sort of thing happening," he said.

His feelings are shared by Tim O'Donnell, junior common room president at Christ Church.

Christ Church has a particularly strong link with the tragedy. The school's intake is now from state schools and one in three are women.

A lot of the dons have been going out to state schools and there has been a big effort from students through the target schools system. But Olivia Channon's death is going to put a lot of people off, especially with the biased press coverage which has simply fed people's preconceptions about Oxford.

The university's former vice-chancellor, Sir Geoffrey Warnock, now



One of the jolly japes that reinforces the *Brideshead* image

principal of Hertford College, is well known for his wit.

"Our image is about 50 years out of date, based on a literary tradition and old films," he said. "This is a serious problem, particularly when one is trying to encourage applications from schools in the north and Scotland."

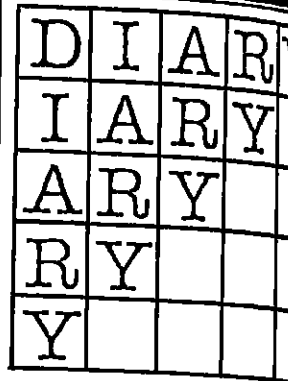
Several comprehensives contacted by *The TES* dismissed suggestions that last week's tragedy would affect their attitudes one way or the other.

But the principal of a new tertiary college in Wales said he believed that many Oxford students were elitist and

still looked down on comprehensives.

Mr Cyril Lewis, principal of the City of Swansea College, said: "I do not think that what has happened comes as much of a surprise. I have known students from working-class backgrounds who have gone to Oxford and felt somewhat out of place because they lack money and have a totally different mode of life."

"We quite obviously would not deter people from going to Oxford, as it will perhaps give them an advantage in the market place. But my advice to parents is to consider very carefully what we have been reading about."



Flak-finding

Kenneth Baker is shaping up well as successor to Sir Keith in the master school visits. In an early "last-look mission" he visited Catersham High School in Ilford and was immediately taken to task in no uncertain manner by both the head boy and the head over lunch. The head girl, Simmet Palmer, was particularly vocal and told Mr Baker roundly that the Government "could do better". He went on to complain to the Ilford Recorder that the visit was a "white wash" because the corridors had been polished, flower beds weeded and junior pupils made to wear school uniform before the Education Secretary's arrival. Mr Baker's luncheon habits also proved

Keith's. He insisted on eating in the school canteen and ordered lasagne and chips, followed by shortbread and kiwi fruit salad, at a cost of £1.8.

Birth pangs

Spare a thought for three-year-old Richard Baldwin, a resident of Hoelgerg in Mid-Glamorgan who has been deemed 18 months too young to start at the local nursery school. His twin brother, Andrew, has however, been offered a place. Mr Clarnogran I.A.S., which runs the nursery, claims there is only one place available and that it is following the usual practice of offering it to the oldest child on the waiting list. Mr Baldwin is a matter of deep concern to TAMBA (The Twins and Multiple Births Association) which says that this kind of discrimination against some of the tardier brothers and sisters is commonplace. With the judgement of Solomon, TAMBA suggests sending both twins to the nursery school together - or that Richard and Andrew should be sent on alternate days.

Comic relief

The hot weather has brought out the schoolboy in MPs debating the Education Bill. On the first day of the Committee Stage in an airless Commons committee room, Labour's Ken Weetch earned the sobriquet "Whacko Weetch" after saying the Government would "come in for a hot stick". Conservative MP Jim Patten, a keen corporal punishment man, accompanied this witicism with a vigorous caning motion. What was he looking forward to when they reach the sex education clauses?

Sinking feeling

George Walden, the higher education minister, has been lamenting the deep when education was a quiet backwater. "Now it's more like shooting the rapids. And I wouldn't mind, but we don't seem to have a boat." What can he mean?

Poverty licked

In Montego Bay, teachers have come up with an unusual way of enhancing their weekly pay packets. It seemed they have taken to bundling off to sell ice cream. According to a letter from an aggrieved parent in the *Jamaican Weekly Observer*, "teachers and vendors are queuing for Cheese Tris and Ice cream. Imagine the acting principal and a senior teacher in an ice cream and blower when they should be in school. But the teachers are no fools - their customers are their own pupils."

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Julia Hagedorn reports on an Oxfordshire school's unique market gardening experiment

Combined harvesters - 6,000 miles apart

Last year, crops grown by Thai children at a primary school in Uthaitani province failed in the drought. Money sent by children from an Oxfordshire village school whose vegetables were suffering a similar fate, only from an early frost, provided seed for a vital second crop.

This year, it was a late frost that did the damage in Oxfordshire. But the pupils at Wootton primary school are wiser now. They have discovered that most profit can be made from seedlings in this temperate climate; and have already amassed more than £35 to send to Thailand.

The children have also learned about supply and demand, book-keeping, market prices, simple horticulture, the maths associated with buying and selling, profit and loss, planning, record-keeping and the arcane art of dibbling, not to mention mere digging, growing, harvesting and marketing.

The Wootton venture began in 1982 when Mrs Ruth Hirsch, a former teacher, invited six of the top juniors from the 36-pupil village school to start a vegetable plot on her land. Her intention at the time was simply to teach the children about food growing and the rotation of crops. But their first harvest was so successful that the children became instant entrepreneurs, selling tomatoes and lettuces to the village shop.

Mrs Hirsch's son, Philip, was in Thailand and put them in touch with Mok Teouu primary school. After hearing about the Thai children's struggle to supplement their meagre diet, the Wootton youngsters sent them some money which helped to buy vegetable seeds and an "iron buffalo" to till the land.



Selling seedlings has proved to be highly lucrative

Eventually, the children began to exchange drawings, photographs and tapes and the Wootton pupils began to learn what it was like to grow up in a country where the harvest is all important. In effect, they had become partners in food growing, though 6,000 miles apart, Ruth Hirsch says.

The Oxfordshire children took the financial side of their operation seriously. After all, for the Thai children, every penny counted. They kept an exact record of all their transactions, soon learning how long it took to replace £6 spent on a sack of fertilizer. They learned why the shopkeeper paid less per lettuce than villagers who bought direct; and they noted its prices and provide a competitive alternative.

In November 1984 the Thais asked to be put in touch with more schools. The development education unit at Oxford Polytechnic was called in and its staff prepared a box of everyday objects from Thailand that could be



Ruth Hirsch and Tom Portlock, surrounded by their business partners

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The Polytechnic of North London

Dead slow: delays likely all summer

Biddy Passmore reports on the progress of the Government's Education Bill.

On Tuesday, MPs sitting on the Commons Committee on the Education Bill agreed to sit every Tuesday and Thursday at 10.30am and 4.30pm until they have finished discussing it.

Judging by the first sitting, they should cancel their summer holidays now. Apart from spending two hours debating when they should meet, the MPs spent half an hour discussing whether to insert the word "minimum" at a strategic point in the first clause of the Bill. But they broke for lunch before the matter was resolved.

It would, of course, be wrong to suggest that there was any filibustering. Labour members of the committee repeatedly said they would not indulge in such a practice. In fact, they repeatedly offered to speed things up. If the Government would but drop the clause on teacher appraisal, suggested junior Labour spokesman Andrew Bennett, it would save at least one morning's sitting.

Nonetheless, Labour MPs - and the solitary Liberal, Mr Clement Freud - spent a great deal more time talking than seemed strictly necessary. Mr Derek Fatchett, MP for Leeds Central, and Mr Ken ("I have no great capacity to speak at great length") Weetch of Ipswich showed particular promise in this respect. So repeated opposition complaints that the Government was rushing the Bill through "with indecent haste" sounded a little hollow.

The Tories, by contrast, were mute. Government back-benchers on these occasions are asked by ministers to talk very little or not at all. They usually spend their time signing letters to constituents.

Sympathy for their plight oozed from Labour benches for Mrs Edwina Currie, for instance, who was until recently Sir Keith Joseph's right-hand woman

and who might, they feared, get "all bottled up". But these kind sentiments were accompanied by repeated warnings to Mr Chris Patten, education junior minister, not to succumb to the views of "Tory backwoodsmen", absent or present. If he did, the sittings would get very long indeed, warned Mark Fisher, Labour MP for Stoke-on-Trent.

Mr Fatchett pointed out that, while the backwoodsmen's free market views were temporarily in abeyance, they had triumphed on sex education, political education, free speech on campuses and (probably) corporal punishment. A half-time score of four to one was not bad.

Mr Patten, when he finally rose to speak, extricated himself with characteristic aplomb. He told a truly terrible joke. If being a backwoodsman meant promoting free speech and parental influence it would, he said, be "much better to come from the backwoods than from the avant-garden". He hoped, he added apologetically, that his jokes would get better as the summer wore on.

Classroom teachers are campaigning for a say in decisions to suspend or expel pupils. The 115,000-strong Association of Masters and Mistresses Association is pressing for amendments to the Education Bill that would compel heads to consult class teacher colleagues when deciding for how long to exclude a pupil.

An amendment to the Bill tabled by Mr Clement Freud, Liberal education spokesman, would force the Education Secretary to speed up decisions on school closures - and give reasons for them.

The two main headteacher associations called on all MPs to vote for the clause to abolish corporal punishment, which was inserted into the Bill by the Lords.

The Secondary Heads Association and the National Association of Head Teachers told MPs that the Education Secretary's preference to leave the decision to heads and governors would be unworkable because it would produce two classes of pupils.

The Queen's Birthday Honours

Two noted right-wingers from the world of education were given awards in the Queen's birthday honours list.

Mr Peter Dawson, general secretary of the PAT, and Mr Lawrence Norcross, headmaster of Highbury Grove school in London and a Black Paper author, both received the OBE.

Prime Minister's List

Life Peer

Bonham Carter, Mark Raymond, for public service. First Chairman of Race Relations Board, former vice-chairman of governors of BBC.

Knight Bachelor

Caine, Roy York, Professor of Surgery, Cambridge University.
Foster, Professor Christopher David, for public services.
Howard, Michael Elliot, Regius Professor of Modern History, Oxford University.
Lalor, Colin Alan, President, President Law Society.
MacNaughton, Professor Malcolm Campbell, President Royal College of Obstetricians and Gynaecologists.
Mabson, John Denis, art historian.
Richmond, Professor Mark Henry, vice-chancellor, Victoria University of Manchester.
Rix, Brian Norman, for services to the mentally handicapped.

Order of the Bath

Hedley, R.H., director, British Museum (Natural History).

Order of the British Empire

Park, Miss Marie Florence (Mrs Bloch), Director, Royal Ballet School.

KBE

Harwood, Lord George Henry Hubert Lascelles, lately Managing Director, English National Opera. For services to music.

CBE

Baden-Powell, Lady, for service to Girl Guides Association; Bowman, J.C., secretary Natural Environment Research Council; Brerley, D., general manager, Royal Shakespeare Company; Davies, D.F., professor of electronics and electrical engineering, University of London; Penton, A., resident director, Royal Museum of Scotland; Galen, D.A.G., professor of haematology, London University; Hayes, J.T., director National Portrait Gallery; Hayes, J.C., director, nursing education research unit, King's College London University; Hele, J.W., High Master, St Paul's School, Barnes, London; Kerr, E., chief officer, Council for National Academic Awards; McFarlane, J.S., director general, Engineering Employers' Federation; MacIntyre, J.C., playwright and author; Compston, J.C., chairman Business and Technology Education Council; Raine, A.J.H., assistant director, British Post Graduate Medical Federation, London University; Reynolds, P.A.,



Peter Dawson: OBE

lately vice-chancellor, Lancaster University; Robertson, D.W., Director of Education, Tayside Region; Saunders, D.W., Professor of Polymer Physics and Engineering, Cranfield Institute of Technology; Shaw, B., lately chair, Royal Liverpool Philharmonic Society; Smith, E.A., Professor of Epidemiology and Oncology, Manchester University; Walker, D.M., OC, Regius Professor of Law, Glasgow University; Watson, D.A., Chairman, Royal National Institute for the Blind.

OBE

Bonner, Miss J.M., HM Inspector, DES; Bosworth, S.D., Registrar, Salford University; Charles, W.S., service to community education Survival Centre, Robert Gordon's Institute of Technology; Dawson, P., general secretary, Professional Association of Teachers; Derbin, J.V., service to Scout Association, Hampshire; Edwards, J.D., service to Scout Association, Blair and Athol, Tayside; Fawcett, N.E., child coach and reperteur, Royal Opera, Covent Garden; Foreman, K., warden, Comberton Village College, Cambridgeshire; Francis, D., Curator, National Film Archive, British Film Institute; George, W.E., headmaster, Westgate School, Llanelli; Head, R.D., headmaster, Tudor C of E Primary School, Sudbury, Suffolk; Francis, D.B., lately headmaster, Llanaw County Primary School, Holyhead; Frank, B., lately Curator, Ryedale Folk Museum, Gillingham, J.N., assistant director, Scottish Examination Board; Green, A.S., service to youth, Guernsey; Gregson, E.B.K., joint headmaster, Walsall School of Music, Edinburg; Hall, Miss K.M.V., lately senior careers adviser, Department of Economic Development, NI; Hancock, L.E., lately secretary, National Officers' Institution and Detention Centre; Clark, J.L., telephonist, MSC; Coulson, Mrs W.A., school crossing patrol, Merseyside Police; Emery, Mrs M.D., services to parents and friends' committee, Biggleswade Sea Cadet Corps Unit; Smith, J.M.C., estate foreman, West of Scotland Agricultural College; Spence, Mrs J.M.B., auxiliary postwoman, Ampleforth College; Wade, J.T., head caretaker, Rothamsted Experimental Station, AFRC.

gaelic history and culture; Manwaring, Dr G.M.A., (Mrs Wilson), senior lecturer in education technology, Dundee Council of Education; Maughan, Mrs E.M., head, Broken Hill Primary School, Middlebrough; Mulholland, R., director Liverpool Youth Music Committee; Newell, G.N., lately head technician, department of genetics, Edinburgh University; Peace, Mrs M.F.E.P., head Osetti Holy Trinity C of E Infants School; Peacock, R., president Coleraine and district Youth League; Pearall, Mrs P.I., chairman, geographers' A-Z Map Co; Rachlin, Mrs A.S., founder chairman, Beethoven Fund for Deaf Children; Scrymgeour, K.C., head Whitworth Park Special School, Moss Side, Manchester; West, Mrs V.M.S., deputy director, drama and dance, British Council; Whitfield, Miss P.J., officer for dental health education and recruitment, General Dental Council; Whitaker, The Rev H., service to youth in Northants; Wilson, C., head of department of applied science, Belfast College of Technology; Wilson, D., museum superintendent, Manchester Museum; Woodcock, Mrs V.C., area careers officer, North area, Norfolk Careers Service; Wyatt, Miss A.J. (Mrs Hanson), head of section for industry through education, City Lit Institute, London.

British Empire Medal

Allan, A.G., bible class leader, Glenochill Young Offenders' Institution and Detention Centre; Clark, J.L., telephonist, MSC; Coulson, Mrs W.A., school crossing patrol, Merseyside Police; Emery, Mrs M.D., services to parents and friends' committee, Biggleswade Sea Cadet Corps Unit; Smith, J.M.C., estate foreman, West of Scotland Agricultural College; Spence, Mrs J.M.B., auxiliary postwoman, Ampleforth College; Wade, J.T., head caretaker, Rothamsted Experimental Station, AFRC.

Diplomatic Service and Overseas List

Smith, S.R., British Council representative in Spain.

OMC

Emery, Dr J.G., for services to medical education in Nigeria; Moss, S., deputy representative British Council, Nigeria; Randle, D.J., director of British Institute, Florence; Watte, L.L., British Council representative, Israel.

MBE

Knight, A.G., for services to education, Turks and Caicos Islands; Trueman, A.J., for services to education, Japan.

Foreign and Commonwealth Office List

State of Queensland

Germann, A.S., for services to education and community.

State of Tasmania

Allen, Miss E.M., for services to St John's Girl Guide Association.

Overseas Territories

Nuñez, Miss I., head of teacher education department, Gibraltar.

New Zealand

Engel, Miss P.F., for services to education.

OBE

Parson, Emeritus Professor H.N., for services to science and education; Smith, B.F., for services to art education.

MBE

Martin, W.R.H., for services to education; Morris, J.N., for services to education; Sawyer, Professor D.B., for services to music.

St Lucia

Reid, Mrs V.M., for services to education and community.

Solomon Islands

Rore, N., for services to children and education.

Papua New Guinea

Raokelina, G.S., for services to education.

Barbados

Jackman, C.E., lately registrar, West Indies University.

Mauritius

Conhyea, D., for services to education.

Belize

Garcia, S., for services to education; Yang, C.N., for services to education.

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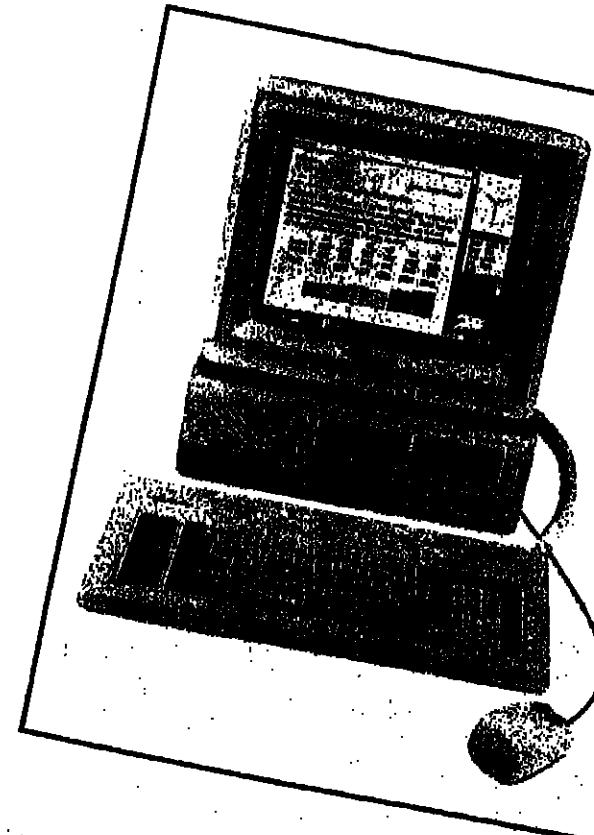
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Minister speaks out for foreign language teaching

by Barry Hugill

Some industrialists have an "ostrich-like" attitude to foreign languages, Mr Chris Patten, Minister of State for Education, said this week.

Launching a Government draft policy statement on foreign languages in the school curriculum, he said that for a major trading nation Britain had a very poor record when it came to teaching languages.

The document says:

- More pupils should study foreign languages throughout their secondary school career
- More pupils should have the chance to learn German, Spanish, Italian or Russian
- More attention should be given to the skills of communication in foreign languages.

Mr Patten said that more pupils studying more modern languages would not mean fewer pupils taking Greek and Latin. His particular hope

was that more boys would opt for languages—but this would only happen if employers, and parents, realized how important language skills were.

The Government had no plans to broaden provision for language teaching in primary schools, he added.

The policy statement calls on L.O.s and schools to draw up policies for foreign language teaching and to monitor their success.

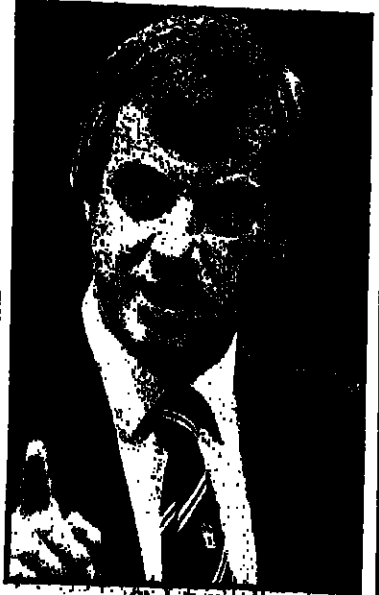
Teacher training institutions are told to link their courses more closely to practical learning.

The draft statement says it is recognized that some, but by no means all, of the necessary developments will require extra resources, and that the pace of change will depend on the rate at which those resources can be made available.

Mr Patten accepted that more money would be helpful but said that existing resources must be used more

efficiently. A particular concern of the Government is that too many pupils still opt for French as their first, and often only, foreign language. The Department of Education and Science estimates that only about 1 per cent of schools offer Spanish as a first-choice language option despite its growing importance as a trading language.

Mr Patten is setting a good example. He is taking a course in Spanish.



Chris Patten

Adult guidance unit gets a hint of support

by Diane Spencer

The Government would give "more than a passing consideration" to the idea of setting up a national unit for overseeing educational guidance for adults, Mr George Walden, education junior minister, told a conference in London last week.

But he was cautious about making firm commitments on extra money to set up a local network for guidance as outlined in a recent report by the Unit for the Development of Adult Continuing Education.

The unit wants to create a coherent system of guidance for adults. It is concerned about the waste of talent because many people are bewildered by the choice, or fail to realize what is on offer.

Mr Geoffrey Holland, director of the Manpower Services Commission, said seven out of 10 of the present workforce would still be working in the year 2000. They would have to bear the

brunt of changes in skills and technology.

He said: "Late in the day, this country is waking up to the fact that our education and training system is not the envy of the world."

We had to create a better system in order to compete in international markets, he told the conference organized by the UDACE to discuss its report *Challenge of change*.

The MSC's training access points project should help to open up access to education and training for the man and woman in the street and employers, he said.

It was intended to complement what the UDACE was trying to set up, not a takeover bid by the MSC.

"We must push towards a society in which education guidance offers a window on a wealth of opportunity that is both rewarding and fun for the individual."

Threat prompts resignation

Mr Michael Murphy, Chief Officer of the Western Education and Library Board, has resigned from the Northern Ireland Police Authority following a death threat from the IRA. In a statement the IRA said the Police Authority was responsible for purchasing rifles and plastic bullets for the RUC, and also oversaw building con-

tracts for new and damaged police stations. Mr Murphy's decision prompted expressions of disappointment from the Unionist politicians, who urge Police Authority members to stand firm in the face of IRA intimidation. He had been appointed to the 18-man team for three years by the Government in 1985.

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Far Right on march for young minds

Schools in widely differing areas of the country have reported an upsurge in the amount of racist material being circulated to children. Here and opposite, Mike Durham reports on the activities of the extremists

Extremists of the far Right are believed to have launched a new campaign to influence - and recruit - school children and young people in schools, colleges and youth clubs throughout Britain.

In the aftermath of inner-city riots and in a climate of growing concern over race relations, observers say they have noticed an increase in the amount of far-right propaganda aimed at teenagers.

The material takes the form of leaflets handed out at school gates or circulated in discos, badges and stickers, and "youth magazines" designed to sell racism through rock music and aggression.

Now, in a new twist, the problem is known to have spread from the tense inner-city battlegrounds of London, Manchester and Liverpool to the quieter pastures of rural shire counties where race has seldom been an issue in the past.

In the major cities, with large ethnic minority communities, racist activity by extreme political groups - particularly the National Front and the British National Party - has been a part of life for many years.

They are believed to have an active membership of only a few hundreds. But they wield an influence quite disproportionate to numerical strength by the use of aggressive slogans, vicious propaganda, and graffiti.

Their programme is bluntly one of white supremacy, with the forced "repatriation" of black or Asian citizens and the stripping of Jewish power and influence.

Both the National Front and the British National Party have well-organized youth sections, complete with their own junior magazines designed to appeal to teenage racism. It is this propaganda which has increasingly

been peddled at school gates.

Students too have been the target of far-right recruiting drives, with more sophisticated propaganda finding its way into colleges and higher education institutes. The National Front claims to have cells in 30 to 40 universities.

In London, racists are especially active in the older parts of the East End, densely and racially mixed areas with a high proportion of Indian, Pakistani and Bangladeshi families.

Schools in these areas have experienced many racist incidents, including leafletting by right-wing groups, racial harassment and fights in school playgrounds between white and black youths.

Similar problems - usually played down by local education authorities and treated as isolated incidents - have been experienced in large cities such as Liverpool, Manchester and Birmingham.

But schools have been affected in many smaller communities too. According to reports sent to the anti-fascist campaigning magazine, *Searchlight*:

● Schools in the Govan area of Glasgow have been leafleted in a campaign to "oust" white children out of the area, which has a high black population.

● National Front leaflets have been found in Blackfyrne Comprehensive School, Consett, County Durham and literature was circulated at St Bede's School in Lancashire.

● The National Front has announced recruitment campaigns in Cleveland, Lancashire, and the London borough of Barking and Dagenham.

● In Oldham, the National Front has handed out leaflets outside schools, and students at the local college of technology were offered National Front material.

In Bradford, with a high proportion

of Asian families, the National Front, British National Party and the equally right-wing British Movement have all been active in the city.

But their failure to get a foothold on the streets has led extremists to turn to Bradford schools as a recruiting ground. Public debates on subjects such as *halal* meat and views on multicultural education have been seized on by the extremists.

Extremist youths from outside schools, sometimes ex-pupils, have been said to be responsible for protests such as an anti-halal meat demonstration at a Bradford school in 1984.

The National Front calls for 'all white music fairs to unite and fight'

At the time, Bradford's principal race relations officer, Mr Graham Mahoney, said there was growing evidence of a recruiting campaign in local schools by extremist groups.

And the violence has spread to other parts of the Bradford district. In Keighley last year, at the height of the Honeyford row, a band of between 20 and 30 National Front supporters led a mob of 50 other youngsters, mainly local schoolchildren, into the Asian area of the town.

Chanting racist slogans, they hurled stones, ripped up fences and smashed Asian shop windows. Four Asians were injured in the attack which led to 14 Keighley youths, four of them juveniles, appearing in court.

In April this year, Bradford's education director, Mr Richard Knight, presented a report which revealed the

city's schools were still targets for right-wing extremists. He said great hatred was fed by NF and BNP literature being distributed in schools.

But a more sinister picture was emerging of racist groups organizing attacks targeted on schools in Keighley and the Bradford suburbs of Heaton and Manningham.

Small incidents could quickly develop into major confrontations as word of an attack spread. And Mr Knight noted that these assaults appeared worse to minority groups, seen against the "damning controversy" of the Honeyford affair which black people felt made racism respectable.

In many respects, the grand claims made by extremist organizers about "recruiting campaigns" are not borne out by reality. Racist activists are few and far between with limited time and energy, whatever they may say.

Nevertheless, the propaganda they offer to children and young people at school gates, and elsewhere, is very real.

It is usually racist and anti-semitic, although both the National Front and the BNP have an eclectic range of policies on issues such as monetarism, the IRA, capital punishment and unemployment as well.

The National Front, started more than 15 years ago, in the tradition of Mosley's blackshirts, has been split by internal squabbles.

It came closest to achieving respectability and electoral success in the 1970s, when in local elections it won about five per cent of the vote.

Left-wing observers say the NF is now "smaller and harder" and less interested in achieving power through parliamentary democracy.

The National Front publishes a magazine aimed at teenagers called

New Dawn, "the revolutionary voice of British youth". It pushes a line of white racial purity, fierce nationalism and violence.

It devotes much space to its own brand of rock music, plugging bands with names such as *Brutal Attack*, *Die Hards*, *Public Enemy* and *Skrewdriver*. The pop music feature is called "White Noise".

Skrewdriver is said to have been formed in Poulton-le-Fylde, Lancashire - still a strong National Front area (see separate story) - where the band's leader has "recruited dozens of local youths to the NF's cause".

A recent issue of the magazine features a group called *The Foul Sound*, described as "one of the best Nationalist futurist bands in Britain today". They call for "all white music fairs to unite and fight".

The combination of not-quite-out-racism with charged headlines like "Tomorrow is ours" and "Get a piece of the action" is apparently subtle enough to skirt round the law.

The British National Party adopts a much more straightforward line in propaganda aimed at young people. It makes no attempt to dress up the issues with pop music.

A recent issue of its youth magazine, *Young Nationalist*, carries the banner headline "Aliens swamp schools". Underneath is a composite picture of black children and teenagers.

The magazine accuses black children of causing a drop in educational standards. "The sheer weight of blacks and browns in many schools inevitably lowers standards, as teachers desperately try to cope with (mainly) Asians who can't even speak basic English."

It describes ethnic minority statistics in London and goes on: "Who now seriously doubts that our country is being taken away from us by these teeming aliens?"

"Britain is fast heading for all out, open race war - a racial civil war in which this country is going to be totally torn apart... Fight back for race and nation!"

Elsewhere in the same issue it suggests that repatriation of ethnic minorities would "alleviate education underfunding overnight" and attacks the Conservatives for their education policy for "white youth".

Another article - also handed out to school pupils as a leaflet - claims that Hitler never had a policy of genocide towards the Jews and the Holocaust never happened.

A flattering portrait is captioned "Adolf Hitler: wanted peace and friendship with Britain", while a picture of Churchill refers to him as "a drunken warmongering slob".

A cartoon shows two Jews. "How did you survive Auschwitz?" (sic) asks one. The other replies: "I jogged a mile every morning around the pit course, cut my smoking down to 10 cigarettes a day and carefully watched my diet."

In an age of inner-city riots and high urban unemployment, most people think of racism and right-wing extremism as problems confined to big cities, especially where there are large black communities.

But racism is now seen to be an issue, albeit on a different scale and of a different kind, in rural areas too - the so-called "White Highlands" where the vast majority of people are white.

Here local authorities are faced with the dilemma of educating white children for a multicultural society, when neither pupils nor

teachers may ever have come into contact with a black family.

The Swann Report studied a sample of six "white highlands" shire counties and spoke of "hostility and indifference" towards multicultural education. It called on L.E.A.s to take more action.

The Government is known to be concerned at the problem of racism in shire counties. In February, education minister Mr Chris Patten told a conference of H.M.I.s in Buxton, Derbyshire of his alarm at the way shire counties had failed to act on the Swann Report.

Cornwall

Stirring up hatred in a rural backwater

Racism is just beneath the surface even in the all-white country areas of Cornwall, according to the headteacher of one secondary school leafleted by racists last year.

Mr Anthony Wood, head of Liskeard School, told *The TES*: "You have only got to scratch the surface to find a lot of racism here." Nevertheless, teachers are hoping that the leafletting, which led to an unsuccessful prosecution in March, will prove to be an isolated incident. No leafletting has been reported in Cornwall this year.

In 1985 two members of the British National Party handed out propaganda literature to children, some of which accused Mr Wood of being "like Hitler" in refusing to let BNP members into the school.

Liskeard, a town of 6,000 people, has a higher-than-average unemployment rate and is seen as an ideal breeding ground for extreme right-wing politics, racism and anti-semitism.

One teacher at Liskeard School, a 1,200-pupil comprehensive with only a handful of black pupils, said: "From the BNP's point of view, there is a lot to be gained by stirring things up here."

"The children have got no conception of the problems faced by black kids in cities. The extremists can use this sort of place as a breeding ground. What worries me is that they will probably come back again - and the fact that we all know who they are, but can't take any action against them."

According to the teacher, extremists exploit a fashion for "rural macho" among youngsters, who adopt an aggressive leather-jacketed image.

"For some of these kids, being seen as a bit of a racist is thought of as manly."

One 19-year-old local man, fined for distributing racist leaflets elsewhere in the south-west last year, has a brother at Liskeard School.

Although BNP members have not recently visited the school, the town is plastered with racist stickers and graffiti from time to time.

Even so, Cornwall education officials admit it is difficult to get race on to the political agenda. Racism in schools is not an issue, but the county is faced with the challenge of teaching multi-ethnic education in an area where almost all the children are white. Even the teachers may never have met a black person.

A primary inspector has been asked to co-ordinate work on a cross-curricular, multi-ethnic education policy, and the L.E.A. has just written to schools with broad guidelines. But there are no plans to employ a specialist adviser.

Mr Brinley Morris, Cornwall NUT divisional secretary, said: "The Liskeard incident seems to have been a one-off business and we don't want to blow it up out of all proportion. But should it happen again then certainly something must be done."

The leafletting is part of a sporadic campaign by right-wing extremists to influence and recruit children.

In March, the south-west organizer of the neo-fascist British National Party, Mr David Walker, and three others were fined for handing out racist propaganda at a school gates elsewhere in the region.

Mr Walker's father - Mr Len Walker - told local newspapers in September that the BNP planned to extend the

Lancashire

Disco and clubland recruitment

A rural area of Lancashire is alleged to have been targeted by members of the National Front for a recruiting drive. Extremists have leafleted Garstang High School and a local youth club.

At Garstang school, headteacher Mr Peter Townsend was tipped off by a local reporter that racists planned to visit the school - so he called in the police.

Several NF members stood at the end of a lane half-a-mile from the school and tried to hand out leaflets. Mr Townsend said: "Many of the pupils knew what it was all about and refused to accept them."

The leaflets were about education funding and other matters including drug abuse. Mr Townsend said they were "scurrilous and inflammatory". When they reached school, pupils were encouraged to throw them into a

bin.

"As far as I know, it didn't have any effect on any pupils. I was told that the National Front had set up a new branch in Blackpool and were leafletting schools in the district."

Garstang is a small market town of about 5,000 people. There are few ethnic minority families locally, although other areas of Lancashire have large communities.

The incident at Garstang school, about 18 months ago, has been followed by activity at discos and youth clubs in the town. Young children are said to have been approached by "recruiting sergeants".

A rural youth worker at a drop-in centre in Garstang told local newspapers in January: "A place like Garstang is a good breeding ground for the National Front because the kids

are not getting to meet and mix with black people at all."

The National Front chairman, Mr Nick Griffin, said at the same time that NF members were being "encouraged" to operate in discos and youth clubs.

The National Front and British National Party have a strong tradition of activism in Lancashire, although they have only recently shown any interest in recruiting in country areas.

Leafletting outside schools has also been reported in Accrington and Poulton-le-Fylde. Youth clubs in Chorley and Leyland have been leafleted.

Deepdale Infants School, in urban Preston, was severely damaged and NF slogans were daubed on the walls.

Lancashire education authority takes race relations seriously because of its sensitive inner-city areas. But its chief education officer, Mr Andrew Collier, said he believed the leafletting in rural Garstang was an isolated incident.

Lancashire has appointed a multicultural education adviser and Mr Collier said there were plans to develop the county's policies, especially in areas with few ethnic minority children.

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TEACHER APPRAISAL SCHEMES IN PRIMARY SCHOOLS A RESEARCH PROJECT

For the initial stage of this research it is hoped that a Review and Register of teacher appraisal schemes in use in primary schools could be compiled.

This Review and Register will contain information about different types of appraisal schemes and will be distributed to all schools contributing to it.

If your school is planning, operating, and developing a formal or an informal teacher appraisal scheme as part of a staff development initiative, and you are willing to include your school's scheme in the Register, please contact:

Patricia Shields, The Open University, School of Education, Walton Hall, Milton Keynes MK7 6AA. Telephone: 0908-653690 0908-652058.

Front official in prison

The National Front's education officer, Mr Joe Pearce, is in prison serving a 12-month sentence for incitement to racial hatred in the group's youth magazine.

He was editor of the *Young Nationalist* magazine *Building*, which was sold door-to-door, in the street and outside schools. It has since been replaced by the magazine called *New Dawn*.

Mr Pearce, serving his sentence in a low security prison at Standford Hill, Kent, is still in his twenties. He holds a

leading position in the NF and is said to have a strong "street following" among teenagers.

He describes himself as a "political soldier" who will campaign for blacks and Asians to be repatriated and Jews stripped of their power.

In an interview with the London magazine *Time Out* just before his imprisonment, he explained the NF's policy on race. "I think the NF's attitude has changed considerably. In the past it was based on a negative dislike of the unknown."

"Now it is based upon a positive like of our own. We put emphasis on a love of our race and respect for others, but realize that multiculturalism is bad for all."

He has since written to *Time Out* from prison to describe how his revolutionary zeal has been honed by the experience and promising to return to the fight with renewed vigour. Mr Pearce is due for release in September.



Joe Pearce: renewed zeal

NEWS

James Meikle concludes his reports from the NUT's education conference at Stoke Rochford

Talented staff should have time to pass on skills

Outstanding teachers should be given more time to pass on their skills to hard working colleagues who lack sparkle, according to Professor Maurice Galton of Leicester University.

He suggested that this should have a priority even over campaigns to reduce class sizes drastically.

Professor Galton said craft teachers who did things by intuition offered hope for the future. "The trouble is they find it very difficult to articulate why they do them."

Such teachers needed time to reflect on their practice and produce theories so that others, the bulk of the profession, could adapt principles to their own personality and style.

But, he warned, there was a third group of teachers who were inadequate, and some of whom were "positively dangerous to let into the profession". Teacher training institutions

were "too easy about whom they pass".

Schools, except in extreme cases, preferred to give new teachers the benefit of the doubt.

Far more training needed to be done "on the job" in schools.

Professor Galton argued that reducing class sizes might do little to increase the attention given to individual children.

Teachers may have to look at different teaching methods, giving children more responsibility for their own learning.

Mr Harry Fearon, an NUT executive member, was warmly received in a later session when he talked of a "gut feeling" that if classes were smaller, teachers taught children better. He urged members to have more confidence in what they were achieving in primary schools.

Fund-raising check urged

Teachers want a national investigation into fund-raising by parents, teachers and pupils.

They have urged the NUT to carry out a check because they are worried about the variations in school finance between areas.

Mr Gordon Donaldson, executive member from Flint, said that in Wales children "in areas of social and economic deprivation and unemployment are now going to school to find it a continuation of the deprivation".

The concern voiced at the conference's secondary section follows surveys by local NUT divisions, the results of which have disturbed local members.

The teachers want the union to campaign for sufficient Rate Support Grant to guarantee that local needs are met.

Secondary teachers also:

● Called on the union to fight for the abolition of the private school sector;

● Condemned the Audit Commission's recent report for "interfering" in how money was used rather than checking that it was honestly spent;

● Rejected the idea of asking for outside money to help fund the union's campaign for the defence of state education agreed at the union's main conference at Blackpool last Easter.

Mr Ken Bore, executive member from Hull, warned that a suggestion that university or other bodies could be approached for help could create a dangerous precedent, although it was well intentioned.

The NUT prided itself on looking after its own interests and in supporting itself, he said.

Appraisal may hatch jobs

An extra 8,000 teaching jobs could be needed to introduce a national appraisal framework along the lines suggested by a Suffolk team of heads.

The National Union of Teachers, which is interested in the principles suggested by the independent team, also estimates it could cost £100 million to bring in.

The Suffolk heads estimate that each appraisal could take about 12 hours a year, and, by adding a safety margin to that, say that the number of teachers to take lessons "missed" for appraisal estimate a 2 per cent increase in the 400,000 teaching force.

The heads also suggest 10 days a year should be set aside at schools for work on appraisal - though they say there could be arguments over whether this is taken out of the existing 190 days a year schooling or added to it.

Costing the programme is largely guesswork at present, and the annual cost would depend on how often appraisal was done.

The heads are hoping the Depart-

ment of Education and Science, which has so far paid £81,000 for their work, will sanction pilot schemes.

The team - Mr Wilf Horsfield, of Westbourne High School, Ipswich, Mrs Margaret Sanders, of Dell Primary School, Lowestoft, and Mr Ken Green, of Thurston Upper School, Bury St Edmunds - stressed to the conference that much had still to be decided by teachers themselves on how a scheme worked.

The team seems to favour a framework that involves appraisal by superiors.

However, the onus would not all be on a head, since the team argues no person should have direct responsibility for appraising more than eight other people in a year.

Mr Horsfield says experience tends to suggest that appraisal is more successfully introduced by such methods. "Let us walk before we can run."

The team is at present experimenting on appraisal of heads with nine volunteers in Suffolk. It is examining ways in which the opinion of

other teachers and people involved in schools can be used in appraisal. The main task of monitoring head performance should, say the team, be done by "consultant heads", who have very recent experience of the job and can spend their whole time on appraisal.

They could moderate "in-school" appraisal of other teachers and full-time employment in this field.

The Suffolk heads argue that successful national scheme requires local authorities to have a standard curriculum base with each having a method of appraising schools, so that the relative strengths and weaknesses are known.

Teachers must also know what to expect and be assured of a coherent in-service training programme.

The general aims of appraisal, say the team, should be to improve learning opportunities for all children, to support teachers in efforts to improve their own effectiveness and to help teachers consider their own career plans.

A boost for the middle

Middle school teachers want to stop the praises of their schools and start off continuing threats to their future.

Moves have begun within the National Union of Teachers to promote the educational benefits of further schooling.

Middle school members say they can give colleagues examples of extending the child-centred approach to learning, gradually introducing children to specialized areas of work, such as French, maths, science, craft and design, preparing children carefully for transition to other schools, and developing pastoral care.

Teachers have set high standards in teamwork, across-curriculum initiatives and in innovative educational methods, they argue.

The teachers want to boost confidence in the middle school system - 14 per cent of 8 to 14 year-olds are educated in it - without attaching primary and secondary school colleagues.

They say educational arguments between three-tier and traditional five to 11 and 11 to 16-18 schools are finely balanced. Middle schools should be seen as separate, in their own right, rather than deemed primary or secondary.

Act helped special needs

The 1981 Education Act had been a positive force for change in helping children with special needs, despite difficulties in resources, a resource into local authority provision said.

Mrs Jennifer Evans, part of a team at the Institute of Education in London, said new approaches had been considered and parents had more of a role to play.

But she received a chorus of complaints from teachers over the reluctance of some local authorities to make formal statements on needs for children in mainstream schools, lack of staff and staff to make integration work, and a mismatch of facilities to the needs of individuals.

The results of the research are to be published later this year.

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Call to give children in care a better deal

Teachers want a better deal for disturbed children in community homes and other social services establishments.

They say more money should be spent on education for young people who sometimes face long spells in care.

Teachers have also felt increasingly isolated as homes shut because emphasis has shifted to community care for young offenders and disturbed children. Their own career prospects seem to be suffering as an already small sector of education is further squeezed.

The concern emerged strongly at the conference last week.

Mr Stephen Bubb, the union official responsible for the teachers in community homes, said closure and reorganization seemed to be carried out to save money on expensive residential care, although the reason given was a desire to treat people in the outside community.

Local authorities seemed reluctant to talk about other ways in which the homes could help young people get non-residential, intermediate treatment or play a fuller part in other aspects of education.

The number of community homes in England and Wales had fallen from 113 in 1980 to 89 in 1985, while the average number of young people in them had fallen from 48 to 28, said Mr Bubb.

A number of assessment and observation centres in England, where young people might also spend weeks or months, had fallen from 195 to 140

in the same period. The average number of people in them had also fallen, from 50 to 30.

Mr Bubb said that senior posts at establishments "are being filled by social workers who don't know much about education and who by and large put a very low value on education. Education in these establishments is something provided between nine and 12 and a bit of time in the afternoon and the real task is care."

The poor level of education was not due to staff but to resources. Advisers on education in community homes within the NUT are now investigating ways to press for better pay and allowances.

Mr John Williams, who chairs the community homes section for the union's executive, said: "It is up to us to badger for provision and make it work."

He called for more publicity on the position of teachers in homes within the rest of the union.

Mr Michael Connelly, who chairs the employers' side, recognized the difficulties facing the teachers, but said homes would continue to close, even if some young people always needed residential care.

After a session with the teachers, he said: "You have to be realistic and pick up on other things. There has to be an increase in locally-based initiatives such as intermediate treatment, day centre care, drop-in centres for the unemployed, and greater co-operation between teachers and social workers."



NUT expressed concern at the gulf in the ability of schools to raise money

Favourite dish

Andrew Randle's television satellite receiving dish can pick up 25 channels from around the world - and it has picked up £350 for its inventor. The 17-year-old pupil at Hewett School, Norwich, won the prize in a European contest for young scientists run by Philips Electronics. Andrew's work cost about £300 while comparable systems would cost over £2,000. Stuart Quick, 18, and Andrew Johnson, 17, from Doctor Challoner's Grammar School, Amersham, shared another £350 prize for a radio computer teletext and information processing system.

Will windfall

William Cullis's schooldays were among the happiest of his life. And 70 years later, he showed his appreciation by leaving his old public school £1.4 million in his will.

Staff at Sidcot school are astonished by the bequest as Mr Cullis had little to do with the place since he left in 1915. Sidcot, in Wincoburn, near Weston-super-Mare, Avon, is one of eight Quaker Foundation Schools.

Mr Tom Leimondorfer, the co-educational school's headmaster, said: "It is remarkable that he treasured his school memories so much."

The money will be used for bursaries and on building work. Mr Cullis, of Queens Road, Cheltenham, Gloucestershire, died in April 1985, aged 86. He had no direct descendants.

Meals prices

The average price of a school meal in October of last year was 59p in a primary school and 63p in a secondary school.

Children in primary schools can pay anything between 35p for lunch in the Inner London Education Authority to 95p in the Isles of Scilly. Sefion gives them the choice of a mini meal at 45p instead of paying the full cost of 63p.

Three authorities, Dorset, Hereford and Worcester, and Lincolnshire, provide free meals only.

Details of local authority prices and policies were given in a written answer to a Parliamentary Question by one of the junior education ministers, Bob Dunn.

Figures for 1986 would be available later in the year.



In brief

Lost leaders

The Government must put more money into technology transfer if it is to regain its lead in the field, according to an international study points out that although the science park was pioneered in Britain, West Germany and France are now ahead in developments.

Open campus

Surrey University is holding a special open day tomorrow. Teachers, students and parents will be able to see displays and take part in discussions on the university's links with industry, from 9.30am to 5pm.

Barrier lifted

London University is opening its Master's entry to overseas candidates. Since 1958, undergraduate degrees have been offered to external students wide through the external system. Master's degrees were kept exclusive for London graduates. Now the barrier is being removed.

College boom

Capel Manor, the horticultural and environmental centre run by the London borough of Enfield, has doubled its number of students in the past five years. Two new departments have been created and the college, now one of the largest single-purpose colleges in the country, has been regraded to the top band of group 3 colleges.

Fewer books

The annual number of books acquired by university libraries has dropped by 18 per cent between 1981 and 1985, according to a survey by the Association of University Teachers. Over the same period there was also a drop of 11 per cent in professional library staff.

Ulster award

Mr Tom Lovett, 50, senior lecturer in community education at the University of Ulster, has become the first European to receive the J. R. R. Tolkien award for services to adult education. The award, made by the International Council for Adult Education, recognized Mr Lovett's work in founding the Ulster People's College, the province's only residential adult education centre, in 1984.

Computer update

Schools in Staffordshire are to get £290,000 to be spent on updating computer equipment and installing cable networks. The authority is replacing Apple computers in five secondary and two special schools.

Research sponsors

The Post Office is to sponsor a series of three postgraduate history research awards at University College London, aimed at compiling a detailed history of the British postal service.

Greenland trek

Four students from Sunderland Polytechnic hope to climb the unexplored west face of Laupjokul in Greenland next month if they can raise another £400 towards the £5,700 the expedition will cost.

Computer bank

Hertfordshire Youth Technology and Enterprise Centre has been given £1,500 from Barclays Bank for a computer to be used by students over the year. The centre, at Mossbury School, Stevenage, is part of the Technical and Vocational Initiative Scheme, and will be run like a small manufacturing company so that pupils can learn more about commerce and industry.

Winning notes

Two violinists and a clarinetist have been awarded music scholarships at Warwick University. The awards, worth £100 a year, have gone to John Spencer, Haberdashers' Askeot School, Elstree; Sarah Donohue, Bishop Ramsey School, Rushdie; and Alison Rogers, from Ousdale High School, Wombourne.

Contract warning in wake of dismissal case

by Bert Lodge

Headteachers were warned again this week about accepting jobs whose terms and conditions are outside UK employment protection legislation.

The warning arises from the case of Mrs Joan Perkins who next month must leave the headship and school house of the independent Buchanan School, Isle of Man, after being given notice by the governors last year. She was given no reason for their action.

A court action brought by the National Association of Head Teachers failed because the island's Parliament, the Tynwald, has not passed legislation which provides for an industrial tribunal appeal on the grounds of unfair dismissal.

"On the mainland there would have been a redress which was denied to Mrs Perkins," Mr Eric Pilkington, senior assistant secretary of the NAHT, said this week. "Members must read all the small print before signing."

"The court decided Mrs Perkins was in a 'master-servant' relationship and therefore there was no infringement of her rights."

Following Mrs Perkins's dismissal,

questions were asked in the Tynwald and one governor of the school, former director of education for the Isle of Man, resigned in protest at the way the affair had been handled.

Mr Victor Kneale, chairman of the Isle of Man board of education, said that the board was far from satisfied at the way Mrs Perkins had been dismissed.

Mrs Perkins was appointed principal of the school in September, 1982 after 15 years in publishing.

Following complaints from some staff, the governors met in May last year and issued a statement expressing confidence in the principal despite some errors of judgement on her part.

The governors allege, however, that Mrs Perkins changed the wording of the statement before it was circulated to staff and governors.

Mrs Perkins admits that she did, but only after getting the agreement of the governors concerned over the telephone.

Another governors' meeting was called a few days later and Mrs Perkins was given notice.

Lions try to tame teenage drug menace

by Iola Smith

A new drug prevention scheme for schools, which has been sponsored by Britain's Lions clubs, is to be introduced next term.

Launched by the Teachers' Advisory Council on Alcohol and Drug Education (TACADE), it is an adaptation of an American curriculum project called Quest, which operates in 900 US school districts. The Lions have spent £75,000 publishing an anglicized version of the course that is to be used by 24 local education authorities.

Boosting self-esteem, so that 11 to 14-year-olds will have the confidence to reject drugs, is the objective. This is achieved by involving family, friends and the community, for, as the course authors put it, "feelings of self-worth are not inborn; they develop or are thwarted in childhood and early adolescence."

Teachers are urged not to reduce pupils' fragile self-confidence with put-downs such as: "That's a silly answer". One of the chief aims is to discourage

the use of "soft" drugs such as cannabis, because, according to the project's American founder, Rick Little, avoiding these is the best way of staying heroin free. The dangers of smoking, alcohol and solvent abuse are also highlighted.

Experimentation with drugs generally begins after the age of 14 but a similar course for primary children is in the pipeline.

"Skills for adolescence" consists of 80 lessons and, unusually, texts are being provided for parents. It covers class group work, role play, art work and discussions. There is also scope for health professionals to attend question-and-answer sessions in the schools.

Teachers will attend a two-day training workshop before the course gets under way.

The course is available from TACADE, Furness House, Trafford Road, Salford, Manchester, telephone 061-848 0351.

'Glue ear' slows progress

Thousands of children are failing at school because they suffer from a frequently undiagnosed and untreated hearing complaint called glue ear.

A report in a new magazine, *Special Children*, claims that glue ear, a collection of mucus in the middle ear, slows down children's development and adversely affects school performance, particularly among children from poor backgrounds.

The report by Dr Alec Webster, specialist psychologist with Berkshire I.E.S., is based on research carried out in conjunction with the Royal Berkshire Hospital, Reading.

It shows that children with the condition consistently perform less well on reading tests than other children.

Dr Webster also says that children from poorer backgrounds are twice as likely to have middle ear disease, including glue ear. Teachers should be aware of the symptoms, know where to get further advice and be familiar with ways of adapting classroom conditions and lessons to help glue ear children. Previous studies have indicated that on average, one in five primary children suffers some form of middle ear complaint.

Graduate intake drops 26.8%

The University of London has recorded a 26.8 per cent drop in the number of graduates taking up its annual report for 1984-85.

"Something more concrete than exhortations from ministers of the Crown and the captains of industry will be required if the position is to change radically in the short term," it concludes.

Equally serious is the number of qualified teachers who are leaving the profession, the careers service says in its annual report for 1984-85.

Beware of travel agents' false claims, heads told

by Jeremy Sutcliffe

Headteachers have been warned to watch out for travel agents who give misleading information about their trading position.

Miss Shirley Chapman, deputy secretary of the Secondary Heads Association, said schools planning overseas trips should ensure travel firms were members of the Association of British Travel Agents before booking with them.

The warning follows a High Court judgment in favour of a Suffolk school against a travel company which falsely claimed it was a member of ABTA.

Ipswich Crown Court heard that St Felix School, Southwold, an independent school for girls, paid £2,500 in deposits to Mircea Laculeanu, a director of Maxi Tours (UK) of London, for a skiing trip. The teacher organizing the holiday, Miss Fran D'Alcorn, told the court she handed over the money after being informed in writing by Laculeanu that the firm had ABTA coverage.

When Miss D'Alcorn later discovered that Maxi Tours was not an ABTA member and the school could therefore not be sure that it would be reimbursed in the event of the firm going bankrupt, she asked for her deposit back.

Mr Laculeanu was ordered to pay the school £3,234, including the return of the deposit, damages and interest.



Floral arrangement: Peter Hedge, a 16-year-old pupil at St Birinus school in Didcot, does a spot of reversion for his exams while guarding a rare flower - the monkey orchid - found nearby. He and other pupils have been helping the Berks, Bucks and Oxon Naturalist Trust to keep watch over the plants because some have been stolen in the past.

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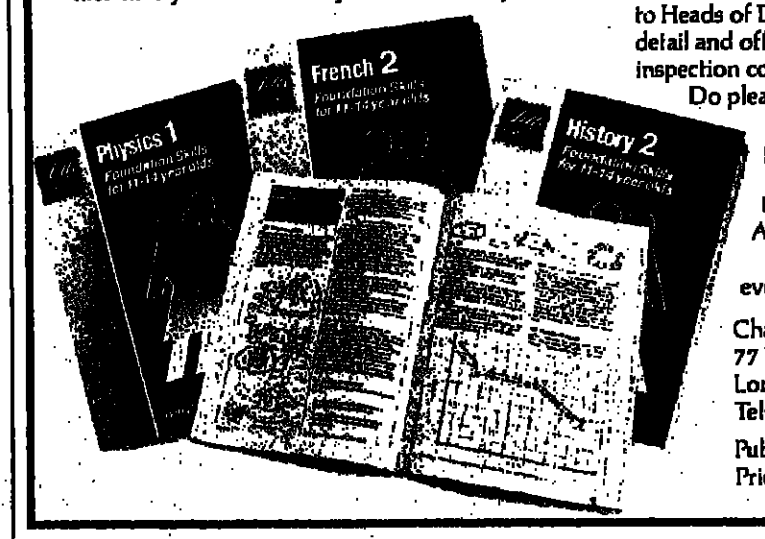
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Team takes China to schools

by Leo Knowles

Manchester's Chinese community - the second largest in Britain - is sending a team into schools to teach pupils about China's history, culture and daily life.

The team is led by Jenny Clegg, a PhD student at Manchester University, and Matt McCormick, an American who has spent nine months teaching English in China.

At present they are conducting a six-week programme at St Mark's, Chetnam Hill, an inner-city primary school in a multicultural district. "We spend an afternoon a week at the school showing slides and talking to the children," said Ms Clegg. "We have taken them on a visit to Chinatown, in the city centre, and cooked Chinese dishes in the classroom - which gave them a chance to try their hand with chopsticks."

The team has also conducted an assembly at St Saviour's, Collyhurst, another inner-city primary school.

"We have had a lot of inquiries from primary schools, but not many from secondary schools so far," Ms Clegg added. She is hoping that this will change as the team's work becomes known.

As well as increasing English children's knowledge of an obviously important part of the modern world,



Chinese culture... part of the teaching programme undertaken by the Manchester community team.

The team also hopes to encourage Chinese children, who tend to be scattered in schools and whose problems are not always understood, which can lead to widespread underachievement.

In addition to its own teaching, the team offers advice and teaching materials to teachers who are planning a project or a course of study on some aspect of China.

For information contact the China Liaison Unit, Top Floor, 47 Faulkner Street, Manchester M1 4EE. Telephone 061-228 2806.

SCHOOL TO WORK

MSC regional shake-up casts jobs and training in separate roles

A reorganization of the Manpower Services Commission's regional management announced this week assumes that the Commission is in education to stay - and grow.

The senior civil servant who heads the Commission's training activities in each region is to be told to develop an infrastructure for the vocational education and training system "so that it meets identified needs".

Regional training staffs will now be called "vocational education and training groups", and their bosses, assistant secretaries, will be known as regional vocational education and training directors.

The director will be responsible for all MSC training activities and contacts with the education service except for Skills Centres and the Technical and Vocational Education Initiative.

This means the regional directors will run the Youth Training Scheme and the Adult Training Scheme and oversee the planning and development of local authority work-related non-advanced further education, which now depends on the MSC for a large slice of its funding. The regional directors will also be responsible for collecting and analysing labour market intelligence.

Regional TVET advisers who keep an eye on projects in schools and colleges will collaborate closely with the regional directors, but continue reporting directly to their special unit at headquarters.

A separate operational team in each region will deal with the Skills Centres, now run nationally by the MSC's Skills Training Agency.

Non-training activities in each region will now come under a regional employment and enterprise director: they include all the services and measures for the adult unemployed, like the Community Programme and Restart, and various schemes to promote self-employment and small business.

Overall, the reorganization signals the formal abandonment of the Commission's attempts to integrate its training and employment services throughout the country. Eight years ago it announced that it was ending the separate existence of the two statutory agencies it had inherited, the Training Services Agency and the Employment Services Agency.

They were to become divisions of the MSC, and brought together in the regions under regional manpower services directors.

But it never happened: the employment division went on running its own network of area offices directly from headquarters, and the regional directors had control only of training activities, greatly expanded when the big new programmes for the young unemployed were given to the training division to run.

One reason why the employment service is getting its own regional management is that ministerial interest, hitherto concentrated on training and the young, is now focusing increasingly on measures to reduce the adult unemployment figures.

In fact, the employment and enterprise directors will have the senior role, inasmuch that they will represent the MSC's official presence in the English regions and report on its behalf to the Employment Secretary.

Unions seek to woo pupils

Britain's trade unions embarked this week on a belated attempt to match the employers' drive to improve their image in schools.

The Trades Union Congress is co-sponsoring a centre for trade union studies in schools with the Schools Curriculum Industry Partnership to provide a "resource base" for teachers and other school staff. It will supply them with materials, run seminars and workshops and carry out some project work such as teaching about unions in primary schools.

Mr Norman Willis, the TUC's general secretary, says that a recent survey showed that many school-leavers were ignorant about the unions, or "downright hostile" towards them. "The popular image of a trade unionist still seems to be a middle-aged man in a cloth cap jamming up the production line and demanding £300 an hour for his labour," he said. The TUC needed to replace the stereotype with a more realistic view of today's "multi-faceted" unionist.

It was vital, he said, that young people learned about work and trade unions' contribution to it.

Edited by
Mark Jackson

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(0753)

University to quit YTS

by Hilary Wilce

Durham University is to drop its involvement in the Youth Training Scheme because it can no longer afford to underwrite the course it offers.

The university had been planning to train 75 youngsters under the two-year YTS, but it says that changes in funding arrangements for the new scheme mean it would cost Durham at least £10,000 a year.

Durham faces a deficit of £600,000 next year because of cuts by the University Grants Committee, and is already considering job losses of up to 300 academic staff by the end of the decade. As a result, it feels it cannot subsidize youth training.

Mr Bryan Cooks, the university's personnel officer, said Durham was reluctant to drop the scheme because it was committed to the principle of helping local youngsters, but the funding changes "couldn't have come at a worse time".

Under the one-year YTS, the university trained about 65 youngsters in laboratory and office skills. It will continue to offer local youngsters, on training schemes elsewhere, work experience placements.

A spokesman for the Manpower Services Commission northern region said: "We are obviously disappointed at the university's decision, but pleased it remains sympathetic to the YTS concept."

Of the 7,700 YTS places planned for the county, 6,500 had already been approved by the area manpower board.

Durham is thought to be the only university offering its own YTS scheme.



Mastering plastering the Solent way

Small builders aim brick at industry's giant edifice

A small South Coast training agency is asking Lord Young, the Employment Secretary, to let it compete with the biggest managing agent in the Youth Training Scheme. His response could affect the future shape of the scheme.

The giant Construction Industry Training Board sees itself as the manager of the industry's craft and technician training with 19,500 places to offer, it packs a lot of punch with the MSC, and can often dictate its own terms to the Commission.

Other organizations offer construction YTS training but - apart from a few big building firms who manage their own trainees - steer clear of craft training.

Solent Builders, a non-profit making training agency in Portsmouth, has been providing initial craft training under the one-year YTS for the more able of its 180 trainees. But the area manpower board has turned down its proposal to go on providing the training - to a higher level - under the new two-year scheme.

The board suggested that Solent should stick instead to training operators - the labourers of the construction industry.

Mr Fred Helyer, Solent's training director, says: "I was quite shocked. Ministers and the MSC chiefs proclaiming that the YTS is now all about providing recognized vocational qualifications, and here is the area board trying to stop us doing it."

Mr Helyer was convinced that powerful interests on the board wanted to keep away competition from the local CITB schemes. The building unions in particular have a good reason for doing so - the CITB scheme pays trainees rates far above the YTS allowance and guarantees that they will be taken on by employers to complete their apprenticeships.

Solent, dependent for its off-the-job training places on 200 small builders, can offer no more than the YTS conditions.

So he wrote to Mr Bryan Nicholson, the MSC's chairman, making a formal appeal against the area board's decision and pointing out some of his suspicions.

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Mr Nicholson turned down the appeal, admitting that UCATT, the building union, had displayed reservations about Solent's proposal, but saying that the board was right in its doubts about the quality of the training being offered.

A local MSC spokesman said that did not mean that Solent now had no chance of getting a further proposal for craft training accepted. The board, he said, had outlined to Mr Helyer the sort of scheme that would meet its requirements. Among the things it would like to see, he said, was a syllabus modelled on the CITB training.

Mr Helyer says even that is not the sticking point - although he does not see why trainees, many of them youngsters who would not meet the CITB's craft training entry requirement, should not take two years to reach the City and Guilds certificate standard which CITB trainees are expected to achieve in one year.

What he refuses to accept is the MSC's demand that Solent's craft training should be confined to 24 youngsters, and that if any of the Solent operator trainees appears to be good enough for craft training, he or she must be handed over to the CITB.

And he is bewildered by another stipulation - that Solent trainees should not be allowed to "merge" at any point in their training with CITB youngsters, which he takes to mean that they must not be allowed to train in any of college facilities at the same time as CITB trainees.

He says that while the demand that trainees should be switched to the CITB for craft training is immoral, since it would bar youngsters who, despite their potential, cannot meet the CITB criteria and pace of training, the "no-merging" rule is simply impracticable.

"But we are confident that we could meet the MSC, with whom we have always had a very good relationship, on all the quality requirements," he insists.

Mr Derek Gaultier, chairman of the CITB, said from Bournemouth, where

he was attending the annual UCATT conference this week: "YTS trainees with other managing agents must be trained to the standards of the CITB model which are the standards required by the industry. We are constantly pressing the MSC on this point, and some of the area manpower boards are more tuned in to the standards they allow than others."

Mr Helyer, himself a former craftsman who qualified as an electrical engineer and lectures part time in EE, says: "The CITB are not the only people who know about quality and standards. Ask the careers service or the local college about the quality of the training we provide."

"The college has, in fact, some reason to approve of Solent Builders' approach: Solent used part of its last year's financial surplus to buy the college a computer network which is used by other students as well as its own trainees."

So Mr Helyer has written to Lord Young, asking him to intervene to safeguard healthy competition, innovation, and the opportunities for small dynamic enterprises in the YTS. He says that he is in touch with a number of other managing agents who want to undertake construction craft training and regard Solent as a test case.

"I can see why the CITB is worried," he says. "There could be quite a lot of building firms who would rather work with people like us than be forced to go along with the CITB."

Mr Phil Bowyers, training co-ordinator for Tynedale Training for Skills, a managing agency run by Hexham, Northumberland, chamber of commerce, said they had run into similar difficulties "because of the CITB's monopoly stance".

Their proposal for the one-year YTS had been held up for months, although their new two-year scheme had been approved without any difficulty. But a continuing problem, alleged Mr Bowyers, was that the CITB's system made it very hard for employers who went outside the board for YTS training to get grants towards further apprentice training.

education and guidance (14 to 19) to be held at Chester College of Higher Education on September 8-12.

Applications are invited from teachers in schools, sixth-form and tertiary colleges. The course costs £90 and application forms can be obtained from the DES Teacher Short Courses, Elizabeth House, York Road, London SE1 7PH.

The latest edition of *The Parents' Guide to Careers and Courses* covers a slightly broader field, and includes further and higher education - choosing a course and obtaining scholarships. Employment applications and employment law are other topics alongside the various training schemes (New Opportunity Press, £3.25).

The big dish antennae, usually located outside the school, look incongruous, often just yards from women drawing water from a well or a decrepit ox-drawn plough. The children I saw were usually barefoot and many of

Brian Heap

The fleas on the fleas of teaching reform

UNITED STATES Bill Norris describes Task Force Two

In line with the old adage that "big fleas have little fleas upon their backs to bite 'em . . .", the United States Education Department is forming a task force to study the report of the Carnegie Corporation's task force on the reform of the teaching profession.

The task force, which appears to be what was once called a committee, will look into ways in which the department can collect information on many of the report's recommendations. It will also decide whether new research on the teaching profession is needed.

Since this was thought by many people to be what the Carnegie committee - sorry, task force - had already accomplished, the new move is taken as a sign that the Education Department is not contemplating dramatic action on the report.

One of the Education Department recommendations: that there should be new methods of running schools, with the

possibility of teachers hiring principals and administrators, has already met with disapproval from Education Secretary Mr William Bennett. Another, calling for an increased federal role in education research, so that ways can be found to link teacher pay and performance, is also arousing controversy.

Supporters of the Carnegie recommendations, who are widespread among the education community, can draw little comfort from the knowledge that Mr Bennett's appointee to head the new task force, Sally Kilgore, has admitted that she has not read the report and is not familiar with many of its proposals.

Asked what it would be doing, she said the task force "could collect research on innovative governance structures used by private or public businesses to determine if those methods would work in the schools".

To make sure that it gets off to a flying start, the Carnegie task force is to give the Education Department task force a briefing on its recommendations later this month.

OVERSEAS

Shrinking vocabulary

Americans spend more years in school than ever before, but their vocabulary is getting smaller and smaller.

A new report by the national opinion research centre at the University of Chicago estimates that 13 per cent of adults have trouble reading the basic English found in newspapers. And the more recently they left school, the more trouble they have.

Tom Smith, who conducted the survey, blames television and the poor quality of schools.

His findings were reached after subjecting a sample of adults from various age groups to a simple multiple-choice test. The subjects were asked to choose the correct synonym for 10 words, each of which had five options.

Interviewed in Chicago, Mr Smith was at first reluctant to disclose which 10 words he chose for his test. He wanted, to use them again and did not want future candidates tipped off.

However, he finally agreed to list the 16, from which the 10 were chosen. They were: Space, list, concern, broaden, blunt, accusation, edible, pact, solicitor, allusion, caprice, animosity, emanate, cloistered, praline, and facility.

The average American who left school over the last 10 years can only identify half of those. Mr Smith found it a sobering thought.

Shape up or shut down, schools told

State schools in New York City have been given an ultimatum: reach acceptable minimum standards for academic work and attendance, or face closure. The threat was issued this week by schools chancellor Nathan Quinones, following a report that 393 of the city's 958 schools were failing to meet standards set by the state.

A handful of the worst elementary and intermediate schools will be given one year, starting in September, to come in New York's high schools, half of which are not currently achieving the new attendance standard of 85 per cent. Mr Quinones is also insisting that their drop-out rate does not exceed 7.5 per cent - a standard which only 37 per cent are now meeting.

The move is an attempt to show elected officials, who approve funds for the system, that individual schools are to be held accountable for the city's \$5 billion (£2.3 billion) education budget.

Schools which fail to meet the standards may be shut down temporarily, their students transferred elsewhere, until new staff and teaching programmes can be introduced.

Elementary schools will be required to have a daily attendance rate of at least 90 per cent. At least 60 per cent of their third grade pupils (eight-year-olds) and 65 per cent of their sixth-

graders (11-year-olds) will be required to read at or above the standard for their year, with similar requirements for mathematics.

In the intermediate schools, the attendance rate must be at least 85 per cent, with 80 per cent of eighth grade pupils (aged 13) up to standard in reading and 70 per cent of ninth-graders (14) achieving their goals in mathematics.

But the biggest problems are likely to come in New York's high schools, half of which are not currently achieving the new attendance standard of 85 per cent. Mr Quinones is also insisting that their drop-out rate does not exceed 7.5 per cent - a standard which only 37 per cent are now meeting.

Overall, New York's high school drop-out rate is 10.3 per cent.

The high schools will also have to pass all their 12th grade subjects in competency tests in reading, writing and mathematics, and to graduate at least 90 per cent of eligible students.

"Anybody can set the standards," said Mrs Janet Price, managing attorney for advocates for children. "The trick is to get schools to meet them. The question is what schools need: smaller classes, curriculum changes, and teacher training."

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In Britain, covering for absent teachers continues to be a bone of contention and a headache for I.e.a.s. Do they arrange these things better abroad? TES correspondents report

Cover built-in to civil servant status

WEST GERMANY

West German teachers are contracted to teach a given number of periods per week - averaging 26, in line with individual qualifications and the type of school.

Since most teachers have civil servant status, their terms of employment are determined by regional statutes coordinated throughout the country. These regulations make provision for covering for absent colleagues when necessary.

Up to three extra lessons per month can be required without additional pay, but if the teacher covers for four or more periods in any one month, then all the extra lessons will be paid. In practice, in a budget-conscious era, this tends to result in a juggling act on the part of headteachers to spread the load of cover lessons among the staff, to avoid overtime payments as far as possible.

Since overtime payments are highly taxed, there is little financial advantage in covering. And since teachers are not required to be in school for periods in which they are not teaching, covering can disrupt a day's planning. But, though less than popular, cover-

ing is rarely a subject of dispute in schools, and staffroom conferences can, if necessary, require an agreed internal ruling on the equitable distribution of cover periods.

In cases of longer-term absences, such as maternity leave, provision exists for the employment of supply teachers on a fixed term basis. However, at a time of falling school rolls, this mechanism is used less and less, with existing staff often stepping in to make up shortfalls in their own contractual teaching loads.

In some areas, teachers can, in any case, fulfil their contractual requirements only by including casual cover periods in their monthly total. Of more concern has been the policy of recruiting new teachers part-time or on fixed-term contracts.

The country's largest teachers' union, the GEW, has fought this practice with some success in a number of federal states, but is still calling on the teaching body to show more solidarity on the issue of covering, in a bid to force the employment of more teachers. Realistically seen, though, demographic factors coupled with civil statutes give teachers little room for manoeuvre.

Paul Bondelov

Fourth day arrangement

SPAIN

There is no formal system of cover for the first three days of a teacher's absence.

In primary schools, where all staff are on site during all teaching periods, there may be a teacher who is free to cover.

In secondary schools, teachers are usually only on site for their timetabled lessons which makes cover more difficult.

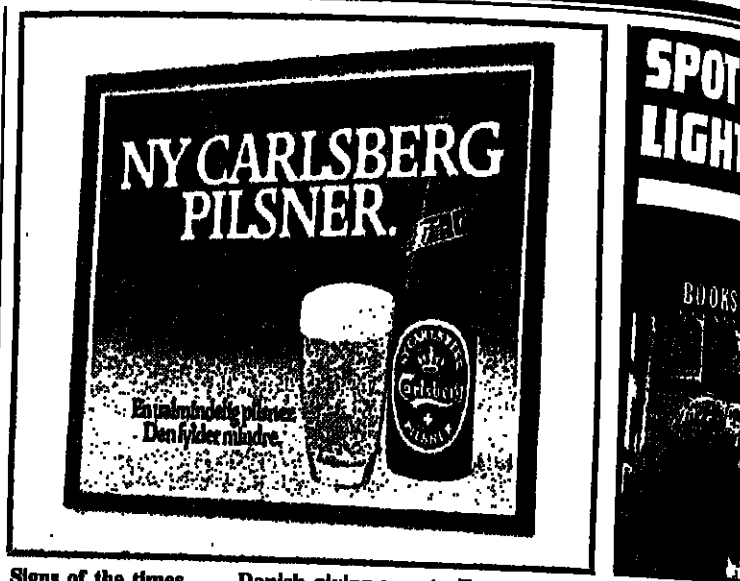
Some schools operate a scheme whereby in each subject one, or sometimes two, teachers are "on guard", and can step in in case of a sudden absence. In many cases, children are simply sent home.

Within 15 days the I.e.a. should have provided a supply teacher, though the school may have to wait longer than a fortnight for the subject specialist to arrive.

The ministry allows 100 days' leave for the birth of a child to be taken by either parent. More than 40 days may be taken before the birth.

Each I.e.a. has its own supply teachers, but there are no national recommendations for numbers of supply teachers. This depends on the I.e.a. policy and on that of the subject inspectors.

Sarah Jane Evans



Signs of the times... Danish giving way to English

English spoken here, right you are

DENMARK

Christopher Follett reports on steps to halt the decline of the Danish language

Compulsory Danish language teaching is to be increased from 90 to 140 hours a year at schools and teacher training colleges, with old-fashioned spelling and grammar tests re-introduced.

The move, announced by the Education Ministry, follows the publication of a report revealing that over 25 per cent of student teachers at training colleges are unable to spell Danish correctly or have difficulty with punctuation.

The Danish language, spoken by only five million people, is under increasing threat from a massive invasion of English vocabulary and young Danes' inability to speak and write their own language properly.

Growing use of computers based on English, Denmark's second language, and taught in schools from the sixth grade onwards (first year of secondary school), is accelerating a trend away from Danish, and creating a new sub-culture known as *Ameridansk* (Ameri-Danish).

Danish, which is a Germanic tongue, employs the Latin alphabet like other West European languages, but its unique vowel signs are being swept away by modern computer technology. Even worse for purists is the welter of new *Ameridansk* words in normal everyday language in the cities such as "jeans", "sneakers" and "sweatshirts" and expressions like "take it easy", "alright", "okay" and "right you are".

The increasing use of English words where perfectly good Danish words exist is also leading some Danes to fear that they are losing their national identity, while others see the trend more positively.

"Our language and culture survived a major influx of German words in the Middle Ages", an expert on Denmark's official Language Advisory Committee said, "so we're confident that Danish will emerge enriched from the current Anglo-American onslaught".

Outside Denmark, Danish is spoken in the north Atlantic Faroe Islands and Greenland, as well as by a 50,000 Danish minority in North Germany. Danish-speaking emigré colonies exist in Australia, New Zealand, South Africa, North America, Argentina and Norway and Sweden.

The biggest Danish dictionary lists some 200,000 words, compared with 450,000 in English. The advisory committee was founded in 1955 under the Ministry of Education as a consultative body on language questions. It monitors linguistic developments and publishes official spelling books.

It has a steering board of 27 members and a staff of five linguists and performs much the same role as the Académie Française does for French.

The costs of preserving a small language are high, guaranteeing employment for armies of translators and film sub-titlers. State-run Danish Television maintains a staff of 20 permanent translators, 10 part-time and 12 secretaries to subtitle foreign films.

"The cost of this is put at an annual \$1 million, over a third of the cost of renting the actual films; 27 per cent of the 6,500 literature titles published in Denmark annually, 10 per cent of the 5,500 technical works and 60 per cent of all books in libraries are translated from foreign languages, mostly from English or American originals.

In Denmark there are 500 literary and 1,600 technical translators in full-time employment. Over half of Denmark's 68,000 teachers at state schools are language teachers, with one in five of the total teaching English (some 14,000) compared with 32,000 teachers of the Danish tongue.

Little wonder schools are short of 'supplies'

Sir - As a supply teacher who has worked for Division 3 of the IEA for five years (and previously as a permanent teacher in the same division for eight years), I suggest there are three major causes for the shortage of such teachers (TES, May 30).

First, both County Hall and divisional office have a most cavalier attitude towards the payment of our salaries. Since September 1985, I have received only two pay-cheques on time: the rest I have had to plead, almost beg, for. Among the comments made by the supply teachers' salaries staff, in response to requests for payment for work done, the following are the choicest:

- 1 "You earn more than me, I don't see how you can't manage."
- 2 "It's only a matter of £40 - what's all the fuss about?"
- 3 "If you really are in need, we'll get it to you next month."

These remarks come when I have pursued the matter of late payment past the string of excuses blaming the computer/new staff/staff sickness/staff holiday/postal services etc etc.

Second, the conditions of service are

unnecessarily severe. Although some sick leave is now allowed, a supply teacher cannot take paid compassionate leave, even for the death of a parent, much less take time for interviews or school visits. And although we are remunerated to earn vast salaries, we are all Scale 1 teachers.

Finally, I notice that much of the correspondence concerning the difficulty of obtaining supply teachers comes from heads who complain, in effect, that a "lovely infant class" has become quite unmanageable "due to a stream of supply teachers". This must raise a hollow laugh from others apart from myself. We know the schools in which a simple request for basic information such as where things are kept, is met with a silent shrug, sometimes accompanied by a comment such as "Miss X did her own thing".

We're teachers, not philanthropic volunteers, child-minders, trouble-shooters, not-control officers or miracle-workers. Treat us better and there'll be more of us.

JILL BEECHING
70a Kirkton Road
London N15

18 months and its success would not have been possible without the backing of our area education office. There may well be similar initiatives for supply teachers elsewhere in Britain. I would be very pleased to hear about them. Anyone interested in trying to start a group of their own is also welcome to contact me (I would appreciate an a.s.c.).

MARY MULLETT
36 Western Road
Wolverton
Milton Keynes, Bucks

Misdirected attack

Sir - While I would not disagree with the Reverend Peter Mullen that parents and teachers should be concerned at some of the messages their children are receiving from the media (TES, May 30), his singling out of pop music in general and *New Musical Express* in particular seems to me, to put it mildly, dubious.

His method of proving his point seems to be to comb the *NME* for several months to find any line that can be used totally out of context and to be in some cases uncomprehending of the deliberate use of irony and parody. Since Mr Mullen does not make it clear, it's worth pointing out that, unlike some other pop papers the *NME* is not aimed at an audience including children, and that it has, in the past few months, carried interviews with Michael Heseltine, David Steel, Tony Benn, Derek Hutton and Ulster loyalist leader Peter Robinson, features on the AIDS epidemic, last year's riots and Eastern Europe - all presented with an intelligence, sympathy and honesty that seem to me considerably greater than we are given by most of the national press.

Furthermore, it is the one pop music paper that has been consistently critical of the glamorizing of violent sex by the continuing sexism of much of the pop scene. (Ironically enough, an article on this subject was one of the major features of the issue whose cover was reproduced in Mr Mullen's article.)

As someone who was until recently teaching in the area of London where the police are seeking two 11-year-old rapists, I too am alarmed by the indoctrination of children with violent and sexist ideas. However, rather than pick on popular music which has, as Mr Mullen concedes, been under attack since the last century, it would seem more relevant to look at our popular press. Unlike the *NME*, it is seen and read by many younger children and is busy in promoting *Rambo*, the *Superman* and the "page 3 girl" as exciting and glamorous role models, as well as reporting international events in a manner calculated to provoke crude and unthinking racism and publicizing sexual crimes in a manner calculated to appeal to prurience.

ROGER SANDELL
2 Darell Road
Richmond, Surrey

Criteria hysteria

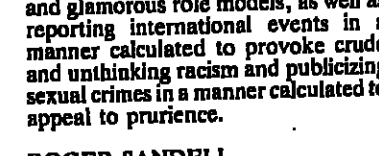
Sir - Re Bert Lodge's report of a talk I gave on "Recent and Relevant Experience" (TES, May 30):

Forgive my hysteria
But your account of the criteria
May
Make
CATE
Irate.

(An accurate summary will appear in the Society for Research into Higher Education conference proceedings, available from Robert Clayton, Principal, St Martin's College, Lancaster.)

JEAN RUDDUCK
University of Sheffield

... WHY DON'T WE INVITE GEORGE MICHAEL TO OPEN IT!



The creative aspect of handwriting must be retained.

Sterile copybooks

Sir - Paul Johnson (TES, June 6), celebrates handwriting as "our first controlled and disciplined creative act, in which we learn to coordinate hand, eye and brain to produce our own, individual product within the rules of our culture." Handwriting is not, as it happens, the first such act in childhood. That is a privilege which more properly belongs to the act of drawing, or perhaps to still earlier acts of construction and modelling.

Still, I think that Johnson is right to reassert the significance of handwriting in the acquisition of literacy. But it is one thing to argue, of handwriting, that "we ought to take very seriously" and quite another to conclude that "we should reintroduce the traditional copybook into every primary classroom."

Copybook exercises are frivolous and sterile and this is precisely because they fail to acknowledge or respect the creative purpose which links handwriting

to literary expression in the experience of the learning child.

When children in their earliest writings decorate the painstakingly formed letters with patterned borders and squiggles, they already share, however obscurely and clumsily, something of the genius of Blake for coordinating hand, eye and brain in literary production.

The teacher's job is to encourage them to persevere, to reflect, to be self-critical, to adventure, to struggle, but at all costs to continue to practise their developing skill.

The trouble with Paul Johnson, as with so many traditionalists, is that he expects a controlled and disciplined creativity to emerge, mysteriously, out of educational processes which allow no space for creative expression. It doesn't; it can't.

MICHAEL ARMSTRONG
Harwell primary school
Harwell
Oxfordshire

Bizarre logic

Sir - I was intrigued by the logic of Paul Johnson's back-page article, which saw the re-introduction of the systematic use of the dictionary and copybook in schools as an answer to supposed falling standards of literacy among the under forties.

From the photograph, Paul Johnson appears to be well over 40 and yet he goes on to admit that his own spelling

makes his wife "laugh with pity and derision" and that, he uses the dictionary "20 or 30 times a day".

Presumably then, since this habit, plus an old-fashioned education, have had so little effect on his own problems, it follows that it is an invaluable approach for children in schools today.

CAROL MELLORS
Education Department
Frant Court Community Home
Tunbridge Wells, Kent

Soft option

Sir - Liz Young's contribution to Talkback in the June 6 issue leads me to reveal this school's secret of success.

About three years ago the pupils "School Council" asked that soft tissue loo rolls be provided. In all innocence, I ordered these and they were delivered. The education authority refused to pay for them, said I had to send them back and stated that it was against Lincolnshire County Council policy for schools to be supplied with soft tissue.

It was only after I pointed out that county councillors had the use of soft tissue at County Hall and after I threatened to expose the nonsense on *That's Life* that the I.e.a. paid for my soft tissue rolls and agreed I could use them.

Since then this school has become the most popular school in parental preference, our truancy rate has fallen and we hold the record in the area for the fewest number of suspensions.

M N POTTER
Head
The Ancaster High School
Lincoln

Wrong carrot

Sir - On May 30, you reported that the organizers of the British Physics Olympiad are trying to find questions which would attract more girls into the competition. I believe that this shows a complete misunderstanding of the attitude of girls to science.

If the Olympiad is to attract girls, it must replace competition by cooperation. The opportunity to solve meaningful problems in a multinational group would be much more attractive to girls. It would also give young people a more realistic picture of what international science really involves.

DAPHNE JACKSON
Dean of Faculty of Science
University of Surrey

Language barrier

Sir - As someone who shares Paul Johnson's love of words, language and literature, I was very interested in his article "Priestly Writings".

However, for the past 10 years I have also been closely involved in adult literacy, which has given me a perspective which Mr Johnson has perhaps not had the opportunity of acquiring.

His article states that excellence in penmanship can be achieved only by "much weary effort and tears" and adds that there is "no other way to acquire it". But I wonder if Mr Johnson has ever witnessed some of the distress of which he speaks.

I spend much of my time in adult literacy in an attempt to restore some of the self-esteem undermined by traditional authoritarian teachers and parents who over-valued the ability to spell out "fiendishly difficult" language. This has a tendency to bring about a change in one's value perspective. I find myself telling students that the real problem lies not with them but with the English language.

My hope for the future is that the hallmark of an educated and cultured person will lie not so much in his skill in producing beautiful handwriting but rather in the ability to deal sensitively, humanely and creatively with the problems and challenges which present themselves to him.

MARGARET GRANTHAM
Adult Basic Education Organizer
Central Warwickshire

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Brussels sprouts first OU degrees

Christine Campbell, Maggie Hackett and Dieter Stump will attend a reception today to mark the successful notching up of their six Open University credits, qualifying them for their bachelor's degree.

Unremarkable, except that they are the first graduates to emerge from the OU's Belgian scheme - the only one which allows students to take the university's courses outside Britain.

The scheme, which also covers Luxembourg, started in 1982 in a small way through the British Council. At first it offered only five courses, but now students may choose from more than 100, including four of the five foundation courses - arts, social sciences, mathematics and technology. The fifth, science, has come up against so far insurmountable problems of sending chemicals through the post.

This year the scheme has 165 students - two-thirds of them women and three-fifths of them British, though, according to Dinah Bond, the OU's agent in Brussels, there are many whose mother tongue is not even

Jane Marshall looks at some unusual graduates

English. Students come from every nationality of the EEC except Luxembourg - so some are expatriates living there - and from further afield, including a sizeable number from Third World countries. "We have lots of Irish, Italian and Greek students, who haven't had previous access to tertiary education," said Ms Bond, "and ordinary Belgians, especially teachers."

Demand doubled for February 1985, "after BBC television, which carried the OU programmes, became available on cable to viewers here the previous summer".

Although the radio programmes cannot be picked up, they are available on cassette at the university's study centre in Brussels.

Local tutors, who also act as counsellors, are employed for the foundation courses and for higher level courses with more than 10 students. Summer schools in British universities are compulsory for all foundation students, and for some other courses.

The three graduates all started their OU studies with some credits. Dieter Stump and Maggie Hackett already had degrees, and Christine Campbell, a primary school teacher from Northern Ireland, had taken courses in Britain when the OU started, but had to give up when she moved to Brussels in 1974. Her early results remained valid 10 years later.

She is continuing for an honours degree, after which she hopes to train as an educational psychologist, take her MA and become a member of the British Psychological Society.

Maggie Hackett started her OU courses "through boredom" when she was living in Spa, near the German border, with her husband and two of her four children. She is planning to take the second part of an advanced

diploma in educational management.

Dieter Stump, a German economist, plans to retire after 28 years with the European Commission plans to complete his MA "preferably with the OU".

As well as the usual problems OU students face, of fitting in their lonely studies around their working lives, those on the Belgian scheme face frustration such as lost materials or postal delays. Assignments are sent to Newcastle upon Tyne for marking, and sometimes corrected work does not return until a student has sent off the next essay. This could mean repeating mistakes and reducing prospects of success, since grades depend on work assessment throughout the course, not just the final exams.

With a largely expatriate, often mobile, student body it is not surprising the drop-out rate is quite high. But, says Ms Bond, "nearly three-quarters of those who enrol do take the exam, and if they get that far nearly all of them pass."

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LETTERS

No crocodile tears for Sir Keith



Sir Keith Joseph: polemicist for mid-Victorian values

(TES, May 30) witty as it is, follows the main press reaction in admiring the virtues of the strange guru we have lost, regretting only his inability to communicate, especially with teachers.

Another view, apparently too innocent to mention, is that for 10 years Joseph has been an all too effective polemicist for mid-Victorian values in industry and education. Frustrated by the complexities of modern society and politics, he fell for some simple-minded and wrong-headed economic nostrum and became their prime political agent.

He came to believe that individual enterprise and small business were the missing magic in the age of the multinational conglomerate. With single-minded determination he pressed for policies that plunged millions of his countrymen into despair and unemployment.

As the bitter fruit of quack medicine was gathered, he moved from industry to education. He tried to hijack the state system for Conservative prop-

aganda, establishing a programme of pseudo-reform designed to infect everyone with the superficial, self-help individualism at the core of his philosophy. Since he was concerned with ideas, he saw no need for "resources"; attitudes can be inculcated without lavish expenditures.

The difficulty for him was the teachers who would not subscribe to an ideological enterprise; how could he praise people whom he supposed to be the dupes of sociology and socialism? Sir Keith's failure was not an accident; it grew inexorably from the reaction of teachers in schools whom he condemned for the country's weakness while denying them status and funds.

To his shame, the leading figures in the universities were silent while a parallel attack was made on their institutions. The absence of public outrage at the measures adopted to harness even higher education to self-help propaganda (Salford has been effectively privatized as a greenhouse for the grocer mentality) is a measure of how much better organized and

perceptive school teachers have been.

Four-and-a-half million unemployed later, with the schools wrecked, Sir Keith has been driven from office, a remarkable victory unrecognized by the media. A brilliant and almost spontaneous movement in the schools and colleges has dislodged the man who combined the virtues of Scrooge and Micawber, leaving his equally self-righteous mistress without the fig-leaf of intellect he provided.

I cannot join in the crocodile tears; I am saying farewell to a public figure who slandered my colleagues and pupils, pouring contempt on the well-earned state which is the true shield of the impoverished families for whom he affected concern. Ted Wragg's wry humour reflects the professional detachment which has made the universities so vulnerable to Governments who put belief ahead of thought.

BERNARD BARKER
2 Earlswood
Peterborough

Unequal treatment

Sir - Geoffrey Partington deals with gender inequalities in classroom interaction, arguing that feminists claim teachers concentrate more on boys in class, but that, in so far as this is true, it is due merely to boys' greater tendency to misbehave. This is a gross oversimplification. The evidence we have shows that teachers do tend to spend more time interacting with boys than with girls and that, on average, boys will contribute more in mixed-sex discussions. ("On average" is important - there are quiet boys and some outspoken girls.)

Dr Partington tells us that feminists on the one hand encourage girls to "lift their self-esteem" yet on the other hand undermine this self-esteem by devaluing girls' ambitions and career choices: "whatever women do in larger numbers than men is defined by feminists as low in worth".

This is a very silly assertion. While many feminists remind us of the low value placed upon women's work, they can hardly be said to have caused this. Dr Partington must surely realize that the pattern of women holding more junior positions than men (or occupying jobs with lower pay (or no pay at all) preceded by quite some time the rise of modern feminism.

JOAN SWANN
School of Education
Open University
Milton Keynes

been an influential voice than that of the feminists' who had minimal purchase in the field.

Dale noted that boys' academic performance was enhanced in a mixed setting and that although the same could not be said of girls, the social learning that took place was of equal benefit to them. Feminists argue that these benefits are dubious.

The arguments in favour of single-sex schooling, the subtleties of which have been obscured by Partington, are both interesting and complex. They deserve at least the space allocated to his article.

PATTIE FRIEND
2 Ivy Cottages
Hemsworth
Tinsworth
Hampshire



No volte-face on single-sex schooling

Feminists' defence

Sir - Geoffrey Partington's article "Feminist ironies" (TES, June 6) displays a singular ignorance with regard to the policy-making machinery within the education system.

He professes the unlikely notion that the advent of co-educational schooling was an obedient and universal response to "feminist demands". He further suggests that the current feminist research advocating single-sex schooling constitutes not only a volte-face but a pressure that those in the position to effect changes in policy, are powerless to resist.

A less jaundiced view of who controls what and whom within the educational arena may reveal a situation in contradiction with Partington's claims. Although women outnumber men in education, men dominate heavily in positions of power and influence, particularly at the very highest levels of policymaking and planning.

It could be argued that co-educational schooling was as much a result of economic expediency as of educational philosophy or consensus. The liberal progressive ideology of equality of opportunity (class not gender) prevalent in the 1960s, which led to comprehensive schools, also led to the convenient economic amalgamation of girls' and boys' schools in many areas.

Where philosophy was a factor, an educationalist of the day such as R R Dale, a strong advocate of mixed schooling, was more likely to have

CPVE confusion

Sir - We found the Talkback article on the CPVE pilot schemes (TES, June 6) informative and interesting. It is far more valuable than the thousands of words that have been written in the so-called pilot scheme reports by the Joint Board and the FEU.

It was gratifying to learn that most teachers share the concern that we expressed about criteria for assessment on CPVE schemes. It may be useful to state though that our point was not that the criteria are "vague and difficult to turn into practice" but that they are non-existent. There is gross confusion in the material from the Joint Board on this question.

It is clear that the people producing it do not distinguish between teaching objectives and criteria for assessment. This identification might have some justification if one were concerned only with a "can do" assessment although even this is questionable.

It should be clear to anyone that it is impossible to take such an identification seriously when the objectives are supposed to be assessed for different levels of attainment. It is an extraordinary expression of the lack of clear thinking that goes into much of the current pressure to reshape education by "curriculum reform" that packages which contain such serious weaknesses ever see the light of day.

DAVID PAVETT
COLIN EVBREST
Hounslow Borough College
Isleworth

Peace studies

Sir - In defence of his professed failure to find "any evidence at all that political indoctrination is being attempted" in schools, Kevin Green of Bradford University School of Peace Studies (TES, June 6) shows either his own ignorance or sheer disingenuousness.

It has been pointed out many times that, if attempts were being made to influence children unscrupulously, these could not possibly be detected by current school inspection procedures. Only spot-checks could have any chance of doing this, so far as the Inspectorate is concerned, and even then there would be no guarantee of success.

It will therefore always be possible for Mr Green and his fellow "peace" educators to seek to dismiss evidence of abuses as purely "anecdotal", except when would-be indoctrinators in "anti-racist maths" and "anti-imperialist education" are tactless enough to spell out what they are up to. Fortunately, several of them have done so in some detail.

Elither Mr Green is unaware that on February 5 Baroness Cox initiated a debate in the Lords in which a mass of material was set on the record (in which case he is ignorant) or he has deliberately chosen falsely to suggest that no more evidence has been produced in Parliament than the single item he mentions (in which case he is disingenuous).

My estimate of which is the case is perhaps rather coloured by my personal recollection of the comments of Mr Green's head of department, Professor James O'Connell, in September 1984. "The Bradford School of Peace Studies," he told us, "is not an activist enterprise." However "it serves instead to provide activists with the academic resources which they need." What sort of activists he had in mind was indicated by his later comment that "the Polish submarines give me a nightmare rather than the impression of being guarded in my sleep."

JULIAN LEWIS
Director
Policy Research Associates
London SE1

Conferences

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The Conference fee is £50. For reservations or further information contact IMEC, University of Stirling, Stirling, FK9 4LA Scotland. (0790)

PGCE obstacle

Sir - As a mature graduate attempting to make the transition from industry to mathematics teaching in a secondary school, I would like to make a plea to the Department of Education and Science.

My decision to change careers was made in February this year. If I had made the decision two months earlier I would have been able to achieve qualified status by way of two years probation. However, the DES chose this route with effect from the end of 1985. My only option now is to take full-time PGCE on a grant plus DES bursary; not a happy prospect for a mature person with a family to support.

Since February, I have worked at two secondary schools on an unqualified basis to gain experience. My present I.C.A. and headteacher would be only too delighted to offer me a permanent position from September. They and I feel that the PGCE is little to offer an experienced, mature entrant to the profession. Any necessary training could be gained in-service.

If I am to take the PGCE, it will cost my local authority the mature student's grant, the DES the £2,200 bursary, and the authority for whom I work a year of my services as a teacher. In view of this double loss of money and time, which must also apply to other potential teachers, perhaps the DES should reconsider its decision and again allow recruitment to the shortage subjects through two years' probation.

MALCOLM CONNAR
19 The Spinney
Chesham
Buckinghamshire

Due credit

Sir - I think you should give credit where credit is due. Your front page article (TES, June 6) states that the Government put forward the proposal that a headteacher should have the right to appeal against an I.C.A. order to reinstate pupils. In fact, it was incorporated in an Alliance amendment suggested by the National Association of Governors and Managers and moved by myself.

The Government lent a sympathetic ear and introduced another amendment to similar effect in the Commons. Such is the mien whereby this provision will hopefully find its way on to the Statute Book.

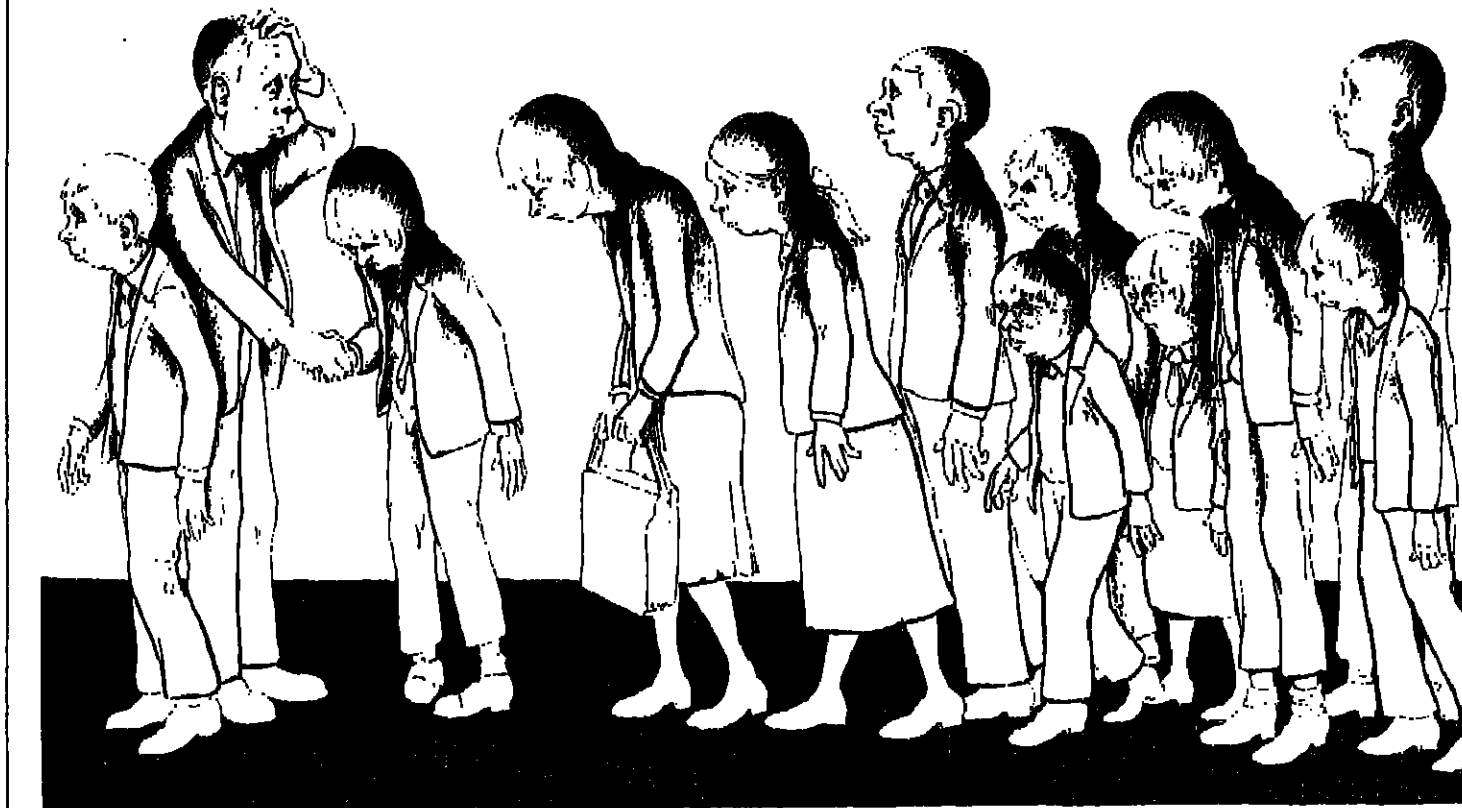
LORD RITCHIE OF DUNDEE
House of Lords

Letters should be as brief as possible and typed on one side of the page only. The Editor reserves the right to amend or cut letters where necessary.

FEATURES

A hug in time . . .

Ann Kent reports on the work of an American psychologist who believes that badly-behaved children are invariably suffering from stress



child's positive behaviour. Sometimes you really have to scratch around to find something nice to say, but the teachers reported that the atmosphere in the classroom improved immeasurably after they started doing this.

"The more negative children are, the hungrier they are for a sense of being valued. I realize authoritarian teachers will want nothing to do with this and will say it is unnecessary. But although such teachers may be good at controlling a class by frightening the children, I would question whether they are any good at teaching. I have certainly never learned by being intimidated."

She has found group activities an effective way of coping with emotional problems in class, and suggests that children should be allowed to vote on a particular dilemma which they want to discuss. Particular bugbears include parents arguing (or divorcing), tests and exams, being teased, being left out, the feeling that a brother or sister is better-liked.

Once they have chosen a problem, the class discusses various ways of dealing with it and the consequences of each action. For example, a child might have to cope with being left out of a games team. The class considers various things that the child might do to overcome the problem, and the likely results: the children will quickly realize that sulking will change nothing, that making a special plea for inclusion could lead to rejection, and that beating up the team leader risks getting hurt themselves.

"The important thing is to make children understand that the solution to many of their problems lies within themselves, and that they have the ability to work out the answers - to cope," says Dr Saunders.

Much of the emphasis of Dr Saunders' teaching revolves round turning the negative into positive. For example, an over-sensitive child who is told he is ugly by a classmate is likely to react as if the insult is true.

"We have a game where the children sit in a

circle and one throws a bean bag at another, along with an insult. The recipient catches the bag and turns round the insult. If he is told he is ugly, he may say: 'You should have seen me yesterday. I looked pretty good then.' It does not matter how ridiculous the insulted child's response is, the exercise is aimed at showing that insults only matter if you allow them to.

In the United States, her programme is adapted for children as young as three or as old as 17. "If I had to name two particular ages where this teaching is helpful, it would be for four-year-olds and 9 to 10-year-olds. I am also asked to arrange sessions for 13 to 14-year-olds because it is then they move on from junior high to high school and have to contend with drugs, sex, dealing with being a little fish in a big pond, and puberty."

Antoinette Saunders's book *Help Your Child Cope with Stress* has just been published in the UK by Plunkett, price £3.95.

No room for reason

John Hipkin argues that balanced teaching about politics or sex needs time and resources.

The Government's wish to curb political indoctrination in schools is commendable. In classrooms up and down the country teachers, deeply convinced, no doubt, of the rightness of their political and moral beliefs, are giving pupils a one-sided or dangerously limited view of how they should think on a wide range of sensitive issues.

Some teachers deliberately indoctrinate: that is, they fail to give pupils a proper account of points of view other than their own, even though

they know them to exist. But most biased teaching is unconscious; the teachers concerned are simply not aware of the context within which they hold and peddle their views. Their way through the shadowy regions of intellectual and moral uncertainty is illumined solely by their own burning conviction. What their pupils need, however, is light from whatever source it may come. Does the Government really intend to set in motion a programme of political education designed to protect all pupils from the political prejudices of their teachers?

And since the Government so strongly disapproves of political indoctrination, it is presumably safe to assume that the teaching of sexual morality will similarly be free of bias. Here the problems of unawareness and intolerance among teachers go even deeper than in the field of politics. Will sex education programmes confront pupils with the full range of views surrounding such thorny issues as contraception, abortion, extra-marital sex, loveless marriage and hedonistic sex?

Will accounts of the varieties of sexual experience from which men and women derive pain and pleasure, disappointment and fulfilment be set forth for pupils to explore? Will they be given full access to the insights on sexuality embodied in literature and poetry, in art and film, and to the evidence offered by the humanities and the social sciences? Is the government seriously interested in putting pupils in touch with the rich inheritance of belief and practice within which they need to forge their values and develop their codes of conduct?

The case for the rational and open-minded teaching of complex human issues takes us beyond sexual morals and politics. Subjects like law and order, the world of work, race relations, educa-

tion and the environment are every bit as important, and we fail our pupils if we do not help them to understand and face the dilemmas they throw up. Does the government intend that all pupils should, at the appropriate stage, be introduced at school to these matters of debate and uncertainty? Is the government saying that it is prepared to make education for responsible living a priority?

The circumstances in which the Government accepted the Lords' amendments should counsel us not to be too sanguine in these respects. Chris Patten, Under-Secretary of State at the DES, described them as "decorations on the tree" of the Education Bill, and since neither of the measures is legally enforceable, the Government risks nothing in taking them on board. It should also be remembered that this Government abolished the Schools Council, which, with all its faults and failings, offered the best hope of curriculum renewal in the schools.

Will a Government which has put increasing emphasis upon vocational training in recent years now support reforms of the curriculum designed to foster critical thinking and individual autonomy? Teaching pupils to become responsible and thoughtful adults will not be achieved by a mere waggling of the Government's finger in the direction of the teachers. Sufficient room on the timetable, resources adequate to the complexity of the issues under discussion, teachers trained to adopt new and exacting roles, local authorities geared up to support schools and disseminate good practice, all cost money and there can be little doubt how this government will react to any reform which calls for extra funding.

We have, of course, been over this ground before. During the seventies, Lawrence Stenhouse's Humanities Curriculum Project, the

flagship project of the Schools Council, offered schools a programme of experimental teaching, resource banks, training, advice and support designed to extend the knowledge and understanding of pupils confronting a range of perennially controversial issues. Stenhouse's perspective was rational, critical and democratic. He believed passionately that all pupils enjoyed a right to self-determination, and with the stimulus and support of good teaching they could achieve it.

Since the Stenhouse era a different ethos has overtaken education. A more materialistic view now dominates. We are lapsing again into a belief that because many of our pupils are difficult to educate it would be easier to train them. Where once the call was for reform of the curriculum our almost sole current preoccupation seems to be the reform of the examination system. It is as if a brief and modest educational renaissance had been abruptly eclipsed by the gloomiest Victorianism.

Against such a background there is little likelihood that the Government's late conversion to the Lords' view signals a major redesign of an important area of the school curriculum. Politics is often conducted in codes. "Moral education" and "political education" have the right sound in some quarters. Uttering them frequently, even embodying them in legislation, may satisfy some people that the Government seriously intends to do something about left-wing indoctrination or the teaching of *laissez-faire* sexual ethics. Meanwhile those of us who would like nothing more than to see such matters rationally taught in the schools must patiently await more propitious times.

John Hipkin is a teacher and a former team-member of the Humanities Curriculum Project.

CORRELLI BARNETT
Churchill Archives Centre
Churchill College
Cambridge

FEATURES

FEATURES



Classroom observation

Sarah Farley reports on an appraisal scheme based on watching teachers teach which seems to be improving confidence all round.

Visitations are common experiences at Warley High School, Sandwell, though not, as far as is known, of the heavenly variety. "We had to find a name for the arranged time when I would sit in on a lesson," said headteacher Graham Butler, who is the important visitor in this instance. "But 'inspection' held the wrong connotations. I am not trying to catch anyone out. I want the staff here to show me the best of their teaching. Then they will learn to recognize their own strengths and weaknesses."

The home-grown staff appraisal scheme developed at Warley High School was planned some six years ago. Graham Butler had been at the school for just over a year and when Alun Phillips was appointed as one of the three deputy heads, he was given special responsibility for establishing an appraisal scheme.

In September 1980, the nettle-grasping process will be advanced further to include the appraisal of the head and his deputies.

Warley High School is a six-form entry 11-16 comprehensive with a student population of about 900. There are 54 teachers in 10 main departments. When Graham Butler arrived the school was regarded as tough.

"Most of the staff were fairly young and had been appointed for teaching in a selective school," he said. "It was obvious to me that in order to raise the standards of education and discipline, we needed to encourage good teaching. We had to find out what was happening in different departments and discover where in-service training was required."

"At one of my previous schools, the head had always made a point of visiting classrooms informally so that he could discuss techniques and ideas. I found this very helpful so right from the start, I looked in on lessons, staying 10 minutes or so, just to allow the teacher and pupils to get used to having me about."

Once most of the school had ceased to be alarmed by having an omnipresent headmaster, Graham Butler and Alun Phillips began to plan a more formal approach to appraisal. A long questionnaire was drawn up to focus attention on performance as a classroom teacher. It was obvious that not all staff could be appraised at once, so a few departments were chosen for the pilot scheme and the rest would follow during the next two years.

To say that the appraisal scheme was compulsory belies the response it received, for although some staff felt a little annoyed by the initial approaches, and others were sceptical or suspicious, most were persuaded that the scheme was in their own interest and would benefit the school. Graham Butler did not encounter any opposition.

The teaching staff at Warley High were required, through the completion of a mighty tome, to "reflect upon their own teaching methods and skills and to evaluate them". It might have been daunting to find oneself repeatedly answering "no" to questions such as: Do I make use of individualized and group work as well as whole class work? Do I have a comprehensive teaching syllabus for each area of work specifying knowledge, skills, and values to be acquired?

Am I using display as a teaching aid? Do all pupils know what I require of them? Do I make this sufficiently clear? Am I consistent in my demands? Can I, at fairly short notice, give a meaningful and up-to-date report on any of my pupils?

Equally, it would need a good deal of self-confidence to reply "yes" to all the above, especially in the knowledge that the head, or one of his deputies, was going to witness you in action.

There was also a fear among some of the staff that the information they gave on the form would be used for references or other procedures. Graham Butler was conscious of this and emphasized that while each document was confidential, every member of staff would have access to his or her own file, which includes references written by the headmaster.

"I also stress that it is not me that is writing the document but they themselves," said Graham Butler. "That way we avoid the pitfall of assessments when the interviewer writes down the answers and the interviewee later disputes what is written."

Marion Fearn, currently acting head of the home economics department, had encountered self-appraisal questionnaires in previous schools and had not been over-impressed. "But I was keen to fill in this form because I had been at the school long enough to see other teachers benefiting from the self-appraisal scheme. I thought it would be helpful to me," she said.

"I was very nervous about the visitation, though," she recalled. "I imagined myself drying-up and seeming an idiot. I had asked Mr Butler to come to a practical lesson when we were doing things like ironing, washing hair and using disclosing tablets for teeth."

"He came in without any fuss, just sat down for a while and then roamed around helping with the lesson - even the ironing. He made one or two practical suggestions and I found his ideas useful. But I didn't feel I was under observation at all. His visit had the effect of making me stand back and look at the way I was teaching. Although I know what to expect next time, I will still be nervous. But it keeps you on your mettle."

There is little danger of teachers being able to hoodwink their visitor by contriving a specially impressive lesson. The staff seem to have a high regard for Graham Butler's teaching experience and ability, and realize that he knows most of the tricks of the trade. He still teaches for 10 periods a week.

"The visitation doesn't stand on its own," explained Alun Phillips, who is as closely involved with teacher assessment as the head. "We look at record books, homework, etc, and have an overall picture of the teacher's work. And there is always the danger that the children will let something slip if the teacher is trying to contrive a word-perfect lesson: 'It worked all right yesterday, Mr...'"

Graham Butler goes to the nub of the matter when he adds: "There has to be mutual trust for this to work. And if a teacher can't put on a good lesson when they know we're coming, then there really is something wrong."

After the form-filling-in and visitation comes the interview. This is when Graham Butler and Alun Phillips discuss with the teacher his or her answers given in the questionnaire and any matters arising from the classroom visit. Much thought has been given to how these interviews are conducted:

"We want to put people at their ease, to establish more of a conversation than an interview, so that they realize we are not only interested in their current work, but in their future career prospects," said Graham Butler. "We think it's helpful to have the opportunity to

praise someone's work in a more formal way than over a cup of tea in the staffroom.

"But it is in no way a mutual admiration session," he added. "Occasionally there have been some heavy criticisms, concerned with discipline, or short-temperament, or resources going astray, for example. Perhaps it is the way that the interviewing duo present themselves that seems to make the criticism and praise equally acceptable, for while Graham Butler takes on the role of guiding father-figure, Alun Phillips acts as a foil by being the understanding uncle."

Graham Quinlivan, a teacher for 14 years and now head of Warley High School's English department, claims he is looking forward to his next assessment: "I was a little apprehensive to start with but after the initial department briefing meeting I felt calmer. The interview was very constructive. It was the first time for a long while that I had thought 'What kind of a teacher am I?' I welcomed the chance to be self-critical and honest without the element of fear that it would be used against me."

Mindful that the scheme's credibility is reliant on effective follow-up, a high proportion (70 per cent) of staff are involved in in-service training. The number of promotions has increased for both internal and external appointments. A careful note is kept of progress in each department as the recorded outcome of the impact on the mathematics department shows:

"Three staff on courses (Timetabling, Middle Management, Pastoral Care); two received increased departmental responsibilities (second-in-charge, computers); one internal promotion; one external promotion. Generally: increased emphasis on CAL and liaison with science and 'feeder' junior schools. Computer 'extraction' now timetabled; Departmental Day."

Although it is unreasonable to attribute the improvement in the school's exam results entirely to teacher assessment, Graham Butler feels it has definitely contributed to it. "Discipline is also far, far better and there seems to be a greater confidence among staff and pupils," he said.

There is a strong reaction to the suggestion that teacher appraisal should be handled by representatives from outside bodies: "Part of the reason I was determined to start our own scheme was a desire for an acceptable form of appraisal, not something foisted on us that didn't fit."

"All of us devote a large amount of time to teacher appraisal and for it to work effectively, the staff must all have confidence in it. If outsiders are involved, they will not appreciate the nuances of the school and there would be a fear of breach of confidentiality. It functions much better if organized by the school itself."

It is members of the school who will interview the headmaster when his turn comes. A panel is to be convened, made up of the three deputies, two teacher governors, and two elected representatives of staff. Although he will see their questions beforehand, Graham Butler's wry smile is an admission that he too regards close scrutiny of his work with a certain amount of apprehension.

But it seems unlikely that he will be severely carpeted. His emphasis on good teaching and his example of leading from the front seem to have convinced his staff of the benefits of self-appraisal. Summing up the reasons for the success of the scheme, one teacher enthusiastically stated: "Damn it, it shows he's interested!"

Hilary Moriarty teaches in Gloucestershire.

Goodbye to all that

End of school parting is such sweet sorrow, Hilary Moriarty finds.

I have cursed them and praised them; I have chased them for absence notes and rescued some of them from the temptations of truancy; I have harried them for work not done and consoled them through rows at home which spilled into the classroom; I have done everything in my power to help them turn out into the world as decent, well-informed and responsible citizens with (if the Lord is willing and the wind's in the right direction on the day of the exams) a clutch of examination passes and some idea of what to do with them.

What I don't know is how to say goodbye. This year, for the first time, I've been tutor for fifth form. And bless them, they've made it very easy job. Seldom absent without good reason; usually tidy and presentable - bar the occasional disagreement over ear-rings (and even they were decorative, if illicit); for the most part, conscientious enough not to draw the wrath of other subject teachers. All in all, no problem, as they say.

So now that they are leaving, I feel that there should be some mark of their passing, something more than a speech in their last registration, in which I tell them what a pleasure they've been as a tutor group, and what a difference that made to me in a year I have found, in some respects, quite difficult.

Something more. But what? Last year, in a different school, I had no tutor group, and no comparable problem. But I remember last year's fifth formers marking their leaving in a scrappy and unsatisfactory way in which they escaped from some lessons, they scribbled messages of farewell all over each other's school uniform shirts, and they spent a helluva long time at the top end of the sports field during an extended lunch break.

Rumours filtered down through the green summer afternoon of bottles and cans and revelry of a highly illicit nature, and was it true someone was sending a Kixogram to the headmaster? It wasn't - praise the Lord - and for sure the rumours grew with every yard of hockey pitch between the school buildings and the alleged party. It was probably perfectly reasonable and acceptable behaviour, under the circumstances.

For the circumstances are special, aren't they? Goodbye to all that, to the 10 years of compulsory education and, for some children, undeniable purgatory. A colleague last year, rather more involved than I but much more philosophical, remarked that there should be rites of passage for such an occasion. "If we don't provide them, they'll provide their own," she said, "and what can you expect then? We've been lucky there was no real drunkenness or wilful damage."

I can't help but think this year, when it's my problem, that she was right. There should be something to mark their departure: a passing out parade, (no, not that kind of passing out!), a party, a celebration. And yet none of those seem appropriate when they'll all be around for the next six weeks, taking examinations, and at the moment they're too busy swotting to want to celebrate anything.

Last year we organized a sixth form play. It wasn't very ambitious, but it was very hard work, and the cast put up with our bullying during rehearsals and then performed like professionals on the night. The financial rewards - all to charity - were in fact ludicrously small. And we felt at the end that a thank you from the directors wasn't enough. A party? But the cast was gathered from a huge catchment area, and none of us fancied driving them all over the countryside very late at night. And bottles were out of the question.

So we ended buying the cast the biggest box of sweets we could find - the biscuit-tin size. And it was something, going some way to express our gratitude for the hard work they put in.

I can almost see me now: approaching my last registration with the register under one arm and two big tins of Quality Street under the other. And I know even now that it won't be enough.

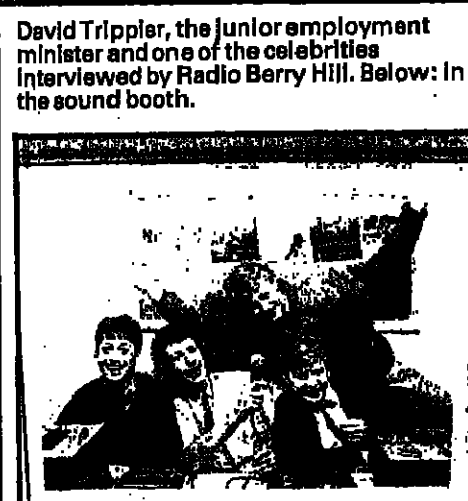


School radio

Nick Baker meets the fourth and fifth formers who put their TVEI course on air.



David Trippier, the junior employment minister and one of the celebrities interviewed by Radio Berry Hill. Below: In the sound booth.



It's a tough life, broadcasting. Especially if you have to build your own radio station before starting work in it. That's what a group of fourth and fifth-year pupils at Berry Hill High School in Stoke-on-Trent did two years ago, with a view to making radio part of the school's TVEI package.

In fact, the group had to do much more than build. Their teacher, John Stockton, head of English and Communications, wanted them to choose a site for the station, convince Berry Hill's headteacher that the idea was worthwhile, and then (pre-TVEI) persuade the treasurer of the school fund that the project warranted a loan.

Staffroom jaws dropped when the choice of site for Radio Berry Hill was announced. Out of three possibilities, the worst (in the minds of many) had been chosen. A groundsman's hut in a semi-basement below the school's gymnasium. An old toilet and sink had to be removed, as well as a crumbling wall. The problems of security and soundproofing had to be investigated. So did the problem of the occasional sewage flood.

Then there was the incident of the disappearing builder, taken on to finish the studio's interior, during the MSC-funded stage two of the project. If one of the objects of TVEI is to confront students with everyday problems of the real world, it was succeeding with a vengeance.

But when you go into the nearly-completed studio, you can see why they chose that groundsman's dungeon. It now looks and feels like a radio studio, and the students, now fifth-formers, have done justice to the scale model they built two years ago. There are three rooms, the smallest of which was, unfortunately, not big enough to accommodate the easy chairs which would have given it the atmosphere of a "hospitality and reception room". There is also an appropriately equipped control room and an authentically round-tabled studio, these being partitioned by the traditional double glass. All is decorated, carpeted, sound-proofed, combining the necessary atmospheres of relaxation and business-mindedness. After all, this is to be a commercial station, perhaps even a profit-making one.

As the studio neared completion, groups of students visited other local stations to see how the professionals went about things, and found the BBC local stations helpful and stimulating. But then disaster struck again, this time in the form of the teachers' action. It seriously curtailed building work, cancelled out-of-school visits and halted out-of-school-hours work on programme-making. Undaunted, John Stockton decided to find a way of building on the radio work without breaching the work-to-rule. The result is *The Communicator*, Radio Berry Hill's own magazine (50p, circulation approx 1,000) which carries a fair amount of traditional school magazine type content, alongside some impressive extras.

Knowing that the magazine was to be read by parents (while the radio programme, when it

went on air, would be for school consumption) the team decided that some information about what TVEI actually is would be useful. In issue No 1, there's a special TVEI readers' letters spot. It reads a bit like a problem page:

Dear Sir,
My wife and I are concerned that should our son embark on a TVEI course at Berry Hill he would be forfeiting a possible O level or CSE result...

While in issue No.2, there's an interview with Patricia Rowan, deputy editor of *The TES*, which provides further information for parents on the TVEI.

For a school magazine, *The Communicator* has had more than its share of celebrated interviewees. Employment Under-Secretary David Trippier MP, whose special responsibility is small businesses, also gave a lengthy interview which was used (in edited form) by BBC Radio Stoke.

The Prime Minister consented to a (totally uncontroversial) interview by post. Pop musicians, football club managers and local celebrities have also spoken to *The Communicator*, and not all of them have had an easy ride. Perhaps one of the most contentious interviews was with the manager of a local disco: "Why are your prices so high? Why are you so particular about the way they dress? Why are the bouncers so rough with the members?" Many of the inter-

views are recorded on tape, to be used in news and feature programmes when the station goes live, later this term.

Among these is the famous Eric Bristow interview. Bristow, for those unfamiliar with him, is a large man from London who is rather good at darts. So good, in fact, that he has made a fortune from the game. Despatched with a portable recorder to talk to Bristow, two reporters gave him a scathing write-up in *The Communicator*.

They lashed out at him for being "monosyllabic", and accused him of ignoring them and playing snooker during the interview. *The TES* has secured the full recording of the interview, and can reveal that the interviewers were fairly terse as well, and that the great arrow-checker may not have been treated with scrupulous fairness. Berry Hill Radio listeners will have a chance to judge for themselves in a forthcoming broadcast.

All this, of course, is typical of media life, and the very stuff of the TVEI's learning-by-doing ethos. But how can Berry Hill justify journalism and broadcasting as a component in its TVEI programme? After all, it's unlikely that any of the students will get a career in the media out of the experience.

Berry Hill's TVEI co-ordinator, Chris Wakeham, now regards this sort of argument as narrow-minded, although he confesses that at the start of the project he was asking the same sort of question. Having seen the success of the magazine, together with the potential offered by the new radio studio and the back-up work that has gone into it, he has become an enthusiastic convert. "What can you determine as being a vocational subject?" he asks. "English is vocational, but if we kept to the early concept of TVEI then English wouldn't have been included - it would have been all subjects which were technically-based and specifically vocational, and that's wrong. What we should be looking at is the use of knowledge and skills gained by applying knowledge." John Stockton has found that the approach to English outside the TVEI programme has broadened to include more "initiative based" learning.

Meanwhile, the fifth-years who nearly two years ago contributed the muscle and the initiative to start Radio Berry Hill have to content themselves with the odd bit of lunch-time and break-time DJ'ing. They'll be leaving soon, and it will be the present fourth-years who will be getting to grips with "real broadcasting". With a grounding in magazine journalism and a small library of taped material ready for editing, it's up to them to decide on the shape of the programmes that will be piped around the school. It looks as though during the first session of the day, when half the school is in assembly, the other half will get a Radio 4-style magazine programme. It is expected that short information bulletins will be put out in between the quizzes, competitions and gossip, and there are plans to generate income by charging for advertisements and even for playing requests.

Sixteen-year-old Darren Stanley, a BHR veteran (he interviewed the Government minister without any nerves, just treating him as "an ordinary bloke") is under no illusions that getting people to listen is going to be the station's toughest task. "We've got to play lots of music," he says, taking a break from the mike and turntable. "That's the only way to attract a big audience."

Take your partners

CHRIS HARRIS

I say, hold on a minute... a chap isn't married and so forth... I mean to say, all this "value of family life" business. One fears the worst.

"There goes old Harris" (the speaker is Birtwhistle of the lower sixth, during morning break). "Poor freak's on the shelf, you know. See all those wrinkles? Mark my words, that is what comes of missing out on the value of family life. Another crisp, Karen?"

The scene changes. "We should like to offer you the job," says the chairman of governors, "subject of course to your finding a wife and concluding satisfactory arrangements for the engendering of a family."

"Nobody in mind? Miss Welbeloved here, recently co-opted against just such an eventuality, is the proprietor of Teach-a-Mate, a most reputable agency. Soon fix Mr Harris up, eh Miss W? Since the new law she has no shortage of partners of both sexes on the books."

In all conscience, certain assumptions must be challenged in the light of their Lordships' amending of the Education Bill. Teachers are not rouds (rouces?), rakes and libertines, any more than they are in significant

numbers police-haters or advocates of violent social unrest.

Moreover, the present remarks are not to be construed either as a calling into question of the new law or as propagating some kind of maverick's charter, allowing teachers to teach anything they fancy. Let us have no flatlanders in the classroom, no identification of Darwin with the anti-Christ; above all, no assumptions of superiority. Fascists, historically, have been teachers too. The present dilemma is of a different order entirely.

What will "giving due regard to moral considerations" actually mean? The concept reduces, it seems to me, to a Kantian respect for other human beings as ends in themselves and not as means to our ends. And here, there can surely be no doubt that their Lordships are right.

There can be no room for a spurious "neutrality" among teachers on so fundamental an ethical value. But an imperfect understanding of the second modification, "the value of family life", might produce the opposite effect: an ill-disguised implication that one-third of our pupils' parents, being divorced, and those who have chosen parenthood without marriage, and the teacher who remains unmarried for respect, but also they are deeply flawed, perhaps immoral people.

This manifestly would not do. There is a long and intellectually respectable tradition of fault-finding with marriage itself, of which we may take Mary Wollstonecraft as a pioneering English representative.

TALKBACK



And if it is true that the family in practice works very well for men but that, as the admirable Dale Spender points out, the league tables for new parents breakdowns and tranquillizer dependency are topped in the western world overall by married women, we must surely not brainwash our female pupils in favour of these institutions. Leaving aside the interesting question of how many feminists there are in the House of Lords, it is clear that "due regard for... the value of family life" cannot, must not, mean "exclusive and uncritical regard" and that the difficulties and dangers which sometimes

beset it are not cynically to be hidden from our charges.

Still, all things considered, a chap had better hedge his bets, look sharp and obtain a wife. It has occurred to me that this article presents a not-to-be-missed opportunity for saving a few bob on a separate advertisement. Let me see... "Male teacher (slightly foxed) passing for 38 in dimish light, seeks life partner with view to speedy pregnancy. Single mothers and free thinkers need not apply." Any takers?

Chris Harris is a teacher at present on secondment to Leeds University.

Labouring the point

DARRELL PADDICK

With three other candidates, I presented myself for interview at 11.00am. During the obligatory tour of the school we were shown the area of responsibility: an acre of wasteland bordered by a sump-like ditch and various hedges. This was to be knocked into shape and made more presentable to highlight the 60 specimen trees already planted there.

At midday we joined the interview board and eight governors for an informal lunch of various salads and white wine.

At 1.00pm we assembled for interview. We were given the option to withdraw if we felt we were no longer committed to our job application. One candidate did so, but our number remained at four. The internal candidate was to be interviewed for the Scale 2 post, but not the environmental responsibility.

The interview board was through. I was initially asked to outline my career and family background. Naturally I was prepared to submit detailed yearly, termly and weekly time sheets to the head. Of course I was prepared to provide for the detailed curriculum needs of a class of third and fourth juniors, a class including four years aspiring to successful common entrance exams, and a third year with severe learning difficulties and a tendency to violence.

I was acquiescent through the rest of the interview - parents' evenings, weekly staff meetings, monthly policy meetings, termly reports, homework, a residential week, regularly changing and stimulating class display work. I understood the need to run the football team and organize other sports. Naturally the strong links between school, church and community were important. The PTA was active and demanded strong teacher involvement throughout the year on many evenings and weekends.

The interview lasted for 45 minutes. I didn't get the job - the board probably realized my own self-doubt of my capacity to execute all the responsibilities thoroughly.

I wish the successful candidate well. He was probably younger than me - but he didn't look it.



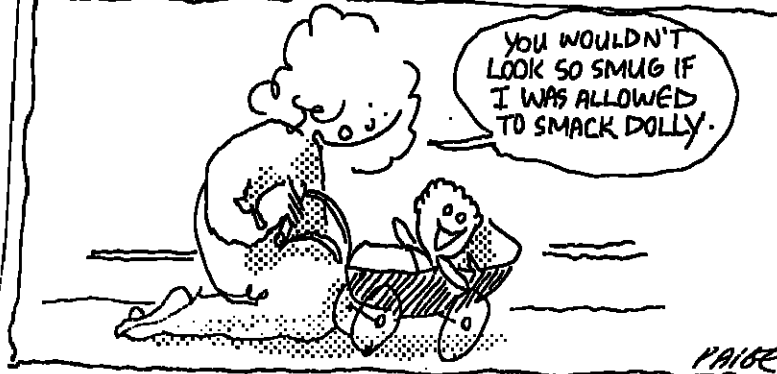
Instant justice

R A HAMILTON-JAMES

The recent statement by the Metropolitan Police Chief that he would use whatever means he needed to maintain law and order was wise and brave. I am head of a primary school and share the concern in society today about the lack of discipline.

A large proportion of parents today are not firm and consistent in their dealings with their offspring. Therefore, the children grow up in family situations where threats, punishments and standards of expected behaviour change by the minute. The children become expert at choosing the right moment or the right person to approach in order to achieve their wishes.

When in school these children then expect to be able to manipulate teachers in the same way and are surprised at the reaction; because most of the teachers are consistent and firm and do see importance in good behaviour and courtesy. However, the children, who are by then past masters at manipulation of events, recognize



that teachers have very few sanctions that they can apply - loss of playtime, withdrawing of privileges, line writing and letters to parents.

In addition children who have already got their parents under their "control" can easily motivate them to "go up to the school" and perhaps intervene on their behalf.

I have been teaching for 20 years in the primary field and the above scenario is very common in all schools that I have experienced. At the same time, curiously, these parents at open evenings will say to us "free to clout Johnny if he misbehaves". Of course we cannot at present.

I feel that it should be possible and permissible for primary teachers to be able to smack children who misbe-

have. There are often times when children behave badly and the instinctive reaction of the caring parent and teacher is to smack the child, not with the intention of causing actual bodily damage but to let the child's immediate awareness of his or her action was wrong, beyond the reasonable bounds of allowable behaviour, and therefore punishable. It has the benefit of being immediate and over quickly, and the child would be the first to recognize it as reasonable justice, far more easily than extended loss of playtime.

I am not suggesting that the whole teaching force become immediate child abusers but that society should recognize the importance of this reasonable chastising of naughtiness

and to separate this notion from the cold, calculating formalized corporal punishment administered ages after the event.

I do suggest there is an enormous difference: one that has not been spoken of or acknowledged publicly before. Immediate action is soon forgotten, yet the message is clear where as delayed action, which separates crime from punishment is inappropriate with young children.

The NSPCC in its talks to parents and children regarding child abuse acknowledges that reasonable chastising by parents does not constitute child abuse. The problems occur when adults exceed the reasonable.

Those who find these ideas repugnant or repulsive should reflect on why we have a armed force that can kill, a police force that can shoot. Surely it is so that law and order can be upheld and freedom of individuals maintained in the most effective manner.

I would suggest that the reintroduction of reasonable physical punishment as already indicated would provide teachers in the primary sector with a very important and even vital deterrent to pupils who at present are at some risk from developing into a generation that recognizes no standards and respects no authority.

It is a national matter that requires facing up to. To fail to do so will in my view guarantee that the decline of the nation we all strive to maintain.



The facts of life

RICHARD WELFORD

The increasing amount of economics being taught in schools reflects not only the efforts of its subject association but also the often repeated views of the former Education Secretary. On many occasions, Sir Keith Joseph declared that the educational "facts of life" should be studied by all pupils and he singled out economic awareness as being particularly important.

Knowing how prices are determined by the interaction of supply and demand, the understanding of the concept and importance of competition and an appreciation of the problems associated with large, publicly owned enterprises, are the type of topics he had in mind.

However, there is now a growing feeling among some economics teachers that this sort of economics education is far too narrow and goes no way towards providing a truly multicultural, anti-racist curriculum. Their dissatisfaction led them to set up the Economics Curriculum Development Group (ECDDG) in 1984. It sees much of the economics education which goes on in schools, even where it constitutes part of a non-examined course, as a

result of economics syllabuses which have three main weaknesses.

First, they contain too little comparative and development economics and examine national economies to the detriment of the global economy. Second, they give too little prominence to the different theoretical schools of economic thought and ignore the fact that economics is increasingly becoming politicized. Third, they place too much emphasis on pure theory at the expense of empirical and applied material.

The ECDDG believes that economic awareness courses should give students a broad understanding of the world economy and issues affecting it. This should include an understanding of

some of the techniques used by economists and an ability to evaluate economic information, ideas and arguments. The approach advocated is an issue-based one where the inter-relationships between economics and politics can be fully appreciated and discussed openly. Many economics teachers still refuse to examine political content in their subject but to ignore it makes economics unrealistic and less interesting.

At Swanwick Hall School in Derbyshire a "core" course for 14 to 16-year-olds which examines economics and politics in an inter-related, worldly curriculum has replaced the more traditional type of course. Students respond in a very positive manner and show a considerable amount of empathy towards the less fortunate in our world.

Apartheid, for example, can be analysed in both a political and economic context, and can be related to the anti-racist work which also forms part of the course. Food and health is examined within the broader topic of the Third World and students are presented with the many alternative explanations of hunger and starvation. Many economists explain these problems with a limited analysis of over-population and the poor physical environment, but other explanations which students ought to be aware of include the unequal distribution of food, better mountains and wine lakes, inappropriate technology and the corporate control of food production. Illness and disease is also ex-

plained in a number of ways, for example, by references to diet and nutrition, industrialization and urbanization, and lack of public health and medical provision.

An approach which contains an analysis of Third World problems in isolation is not what is needed, however. The examination of problems should not dominate the multicultural content; all cultures should be seen as creative ones.

It is important that economics is presented in a full, honest and well-balanced way in order that it avoids the label of ethnocentric. Economics education, by maintaining its ethnocentric approach, instils attitudes of Western superiority, leading to assimilationist attitudes towards immigrants. Education policy is now one of cultural pluralism and the whole education process must emphasize the theme of cultural variety throughout the world.

A change in content is not panacea, however. A broad multicultural economics education needs to look towards values and relationships. Open dialogue about the global economy and an evaluation of the development of a respect for others, needs to be developed. This will require a change of attitudes by both teachers and students.

Richard Welford is head of economics and business studies at Swanwick Hall School, Derbyshire. He is a founder member of the Economics Curriculum Development Group.

Review

Dr Johnson's footsteps

Edward Blishen hails 'a model of verbal portraiture'



Dear Shadows. By John Wain. John Murray £10.95. 0 7195 4284 7. A Book of One's Own: People and Their Diaries. By Thomas Mallon. Picador £3.50. 0 330 29132 7.

"I doubt", says John Wain, "if I shall ever write *un journal intime*, and if I do... it will probably be in verse." As it happens, *Dear Shadows*, which is a sort of sequel to *Sprightly Running*, is more of an intimate journal than a great many intimate journals. The point is, I suppose, that the capacity for intimacy - that is, for giving a reader a deep glimpse of yourself - is not necessarily related to the intention of doing so.

Mr Wain has set out to make portraits of eight men and women who have meant much to him. He says they - or, as it must be in every case except perhaps one, their ghosts - have demanded to be written about. They are described very much in their own terms: they are not attendant lords on a scene in which the portrait-painter is Prince. Yet, as Mr Wain acknowledges, in being defined by him, they define him. A measure of the author is offered: a man who has always deeply loved Shakespeare, and been drawn to people who shared this love; a very good listener (a powerful reason why this book doesn't begin to be egotistic); a lover of jazz, a man who cares for literature "as an art rather than simply the raw material of an industry"; an artist rooted in the world of the people.

I'd recommend this book, to begin with, simply as a model of verbal portraiture. The model behind this model, I guess, is a hero of Mr Wain's, whose life he has written: Dr Johnson. The gift rests in the first place on sheer attentiveness. As Johnson was attentive to his poets, so Mr Wain is attentive to Neville Coghill, Marshall McLuhan, Richard Burton. The reader has a sensation as of a subject having been very closely looked at, and little if any uncontrolled amount of the painter himself being admitted to the canvas. The result, whether the subject is a familiar public one or an unknown private one, is of a certain judiciousness. This, I am sure, was Neville Coghill. A lady sitting next to John Wain at some academic lunch said she'd understood that, as Merton Professor, Coghill was merely a caretaker. "Yes," says Wain (to us, not to her), "he was a caretaker, and never was such care taken." As the last stroke in a portrait this is decisive: for it draws together all we have learned about a man one of whose predecessors in that chair would not deign to go and see Coghill's production of *The Two Gentlemen of Verona*, even though the professor's daughter was in it. Coghill's is the first portrait in the book, and not by accident, one guesses, because here is the deeply knowledgeable and care-taking man whose feeling for literature, and

especially for Shakespeare, precedes (and, in spirit, waits to follow) the chill attitudes that have been dominant since his departure.

By the same token, it's surely by no chance that the last portrait is of Richard Burton, known to Mr Wain briefly though intensely during the Oxford summer of 1944. It's Shakespeare, of course, again; Coghill, again; also, maybe, Johnson again, since the nature of Burton's career has a little of the quality of that of the poet Savage. Of the account of a great gift that is brought low by some uncontrollable element in its possession, the life of Savage is a model, and though Mr Wain's glancing portrait of Burton is not, of course, a life,

it has the compassion, and the vivid friendliness, of Johnson's piece.

The portrait of McLuhan is particularly fine, being again of a man whose gift, at once splendid and foolish, is not easy to account for in a balanced manner. Mr Wain knew McLuhan well, in a shared-holiday sort of way, before celebrity struck; and he combines an exhilarating description of the man whose head is dizzily packed with ideas with the saddening account of a man whose usefulness, lying in the prodigality of the intellectual connections he was able to make, was at the moment of fame virtually destroyed: fame seem-

Out into the world

Hugh David visits an unusual child-star factory



Jenny Luckraft (13) an experienced radio actress from Oldham Theatre Workshop, with her radio pupil Paul Nicholas

Ironically, taxi-drivers are about the only people in Oldham who have yet to discover the whereabouts of the town's Theatre Workshop. Asked for it by name, they still deliver visitors to the Coliseum Theatre. Every-one else has long since learnt to go the other way - down past the bus station to a one-time warehouse in Harrison Street. "Of course they have!" says Ian Middlebrough, Oldham's adviser for English and drama. "The Workshop has won a town identity. People have made it their own."

Taxi-drivers notwithstanding, one doesn't have to be in Lancashire long to understand why. Ostensibly the Theatre Workshop is no different from any of the other 400 youth theatre groups currently active in Britain. Yet by a mixture of pizzazz and extraordinary professionalism - plus a shrewd policy of giving people what they want - it has gained an awesome reputation, both in and outside the profession.

Granada Television and many other regional production companies come to the Workshop for child actors. "They're ringing up all the time," says Elaine Greeley, a Manchester-based theatrical agent who has close dealings with the group. "Not because our kids are 'professional' - they're not - but because they're somehow got the confidence to go out into the world."

And go out they do. No one can remember a week when at least one of the Theatre Workshop's 450 members wasn't earning money from a professional stage, screen or radio appearance. Some have continued to do so long after leaving the group: Elaine Greeley cites Anne Kirkbride and Barbara Knox who are now better-known as Elaine Barlow and Rita Fairclough.

But providing an endless supply of child stars for the television screens of the North West is only one aspect of the Workshop's activities. That "town identity" has been won by more normal youth theatre work - annual productions which

regularly fill the Coliseum and even, on occasions, the Royal Exchange Theatre in Manchester; highly-polished cabaret performances and endless knock-about street theatre in the markets of Oldham and Tameside. Behind everything, however, there is the same seriousness. No one mucks around. If they say they will appear, the theatre troupe always do; even if it is snowing they go through their routine in the market-places in flimsy "flapper" dresses or cobbled-together drag.

Ian Middlebrough has watched them do it. A long-time supporter of the Workshop, he is also better-qualified than most to explain its success. "It's all down to David Johnson," he says bluntly. "The Education Department looks after the upkeep of the building, pays the phone bill and gives him a salary, but that's all. Quite simply, David has done the rest though his total professionalism, both as a teacher and as a director."

Though he would doubtless wish to sidestep the other compliments, David Johnson himself is happy to accept the tag of professionalism. The founder of the Oldham Theatre Workshop, and its director for the past 15 years, he has firm, if unusual, views on what youth theatre should be doing and the way it should be doing it. "Granada and all the other companies use our kids because they know they can rely on them," he says. "They know they'll turn up at the right place at the right time and that they'll know their lines. Theatre at any level has to be disciplined - and I insist that every member of the Workshop is aware of and accepts that discipline."

They learn it from their very first visit. Although Johnson is adamant that there will never be auditions to get in - and equally opposed to the idea of charging any fees - every new member has to undergo an "induction course" and then spend time in the chorus. Even the longest-serving have to sign contracts promising regular and prompt attendance at rehearsals

before they can appear in any major production. "It sounds authoritarian, but there is no alternative," Johnson explains. He is a man who has little patience with the well-meaning but irredeemably amateurish approach of much youth theatre work. "What else can you do when you've got a cast of around 300, a set which fills two lorries and one evening to get it all into a theatre? You've got to be businesslike; you've got to be professional."

The reference is to the Workshop's hugely popular production of *Bugsy Malone*, a popular block-buster of Busby Berkeley proportions. In many ways it provides the perfect example of Johnson's approach. It has been in the repertoire for more than two years - and looks like staying, at least until 1987. "The way things are going, it will have to," says Johnson. "I can't say that it pleases me to be dishing up the same old show again and again, but audiences enjoy it and we are entirely dependent on box office income. The people of Oldham like musicals, so we do musicals, it's as simple as that."

Sir Peter Hall faced the same problems at the National Theatre when the continuing success of *Chips and Dolly* started getting in the way of other productions. But that was the National Theatre

"When you come down to basics, there's very little difference between us and a professional company," David Johnson goes on. "Once we could afford to do *Lysistrata*, and a play like *Edward Bond's Saved* - we did the amateur premiere of Brendan Behan's *Byzantium Boy* a few years ago - now, unfortunately, it has to be the glittery musicals. I wish it didn't, but you can't make an audience come to see something. In this business, like any other, you've got to give them what they want."

It was a rather bleak note on which to end, but a characteristically professional one.

BOOKS

The library of the landscape

by Richard Mabey

The History of the Countryside. By Oliver Rackham. Dent £16.95. 0 460 0444 9 4

When Oliver Rackham first began appearing on lecture platforms in the early 1970s, it was obvious he was a man of quite exceptional talents. He was, for a start, that rarest of species, a literate scientist: a Cambridge botany tutor who was equally at home with the Anglo-Saxon language and the vagaries of the cost of living index since 1300; who, in the field, could identify obscure fungi and Norman earthworks, and perform miracles with a pollarding saw. Also, it transpired, he could write in heartwarming plain and beautiful English.

To be a polymath is unusual enough these days. To be an innovative thinker as well is remarkable. Yet in two outstanding books - *Trees and Woodland in the British Landscape* (1976), and *Ancient Woodland* (1980), Oliver Rackham has transformed the discipline of historical ecology, and almost single-handedly brought into popular consciousness the notion that natural habitats might also be fascinatingly complex, irreplaceable historic monuments. Pollards, coppicing, even "ancient woodland" itself, all owe their current familiarity to his writings. These achievements, however, are needed, and stem from what is the single overriding theme in Rackham's work, that the things which grow in a landscape are every bit as ingrained with history as man-made features.

Now Rackham has turned his inquisitive eye and incisive, iconoclastic pen to the wider countryside, and has produced a classic of scholarship and imagination. *The History of the Countryside* is a monumental work, but it is written with humanity, dignity, concern and a good deal of humour. It is only put in its place by the hundreds of popular books that have been published in this area in the past decade, but now joins W G Hoskins' pioneering work *The Making of the English Landscape* (1955) as one of the standard texts.

And it could not have come at a more appropriate moment. With the prospect of millions of acres about to come out of agricultural production, we are going to have to decide what to "do" with the countryside - which in turn means understanding what it is, and how it came to be. How much is natural, how much a deliberate, planned creation? To what extent is its attractiveness simply a by-product of good functional design? Farmers, of course, argue this position vociferously. Others are fond of the vague word "picturesque" with its suggestion of a *tabula rasa* repeatedly re-created by the pen.

Rackham has little time for such generalizations and appropriations, and certainly not for an approach which assumes that each new phase in a landscape invariably rubs out the preceding features. His description of the working territory of his book is



"No landscape is more conducive to sleep" - from *Wetland*. Life in the Somerset Levels, a delightful record of the "witly-growers and peat cutters, drainage-men and catchers of eels that infiltrate every ditch and damp corner of the place" by Patrick Sutherland and Adam Nicholson (Michael Joseph £12.95). A travelling exhibition of Sutherland's photographs opens at the Brothhouse Theatre, Taunton this month, and the National Museum of Photography, Film and Television at Bradford will run a small exhibition from July 1 to August 17.

typically independent and careful. It is "the ordinary countryside" - "made both by the natural world and by human activities, interacting with each other over many centuries". So, he covers woods, heaths, fields, ponds and meadows, but not wholly artificial barley fields or barrows, nor virgin mountain tops. Rackham's countryside "records human default as well as design, and much of it has a life independent of human activity".

It is this passionate respect for detail, for the quirks and topographical accounts that make one place different from another that give his writing its characteristically spiky quality. Cambridge is a city traditionally of willows and elms, and is made blander by every newly planted oak and alder. Even adjacent villages in East Angles

can have their own distinctive elm varieties. Yet there is an area of tiny, sinuous parallel fields around the "Saline" country in Suffolk that is unusually like the Bronze Age "reaves" of Dartmoor. The tangle of human and natural threads that make up the landscape involves many kinds of people, vastly earlier initiatives and more sheer whimsy than is acknowledged in any of the myths. There was a nursery tree in saplings for parks and farmland as early as the 14th century, but planted woods were scarcely known till the 16th. In the late 13th century, when the medieval peat-diggings that were to become the Norfolk Broads flooded, locals tried to salvage the trade by scraping peat off the bottom and making it into briquettes. Woodland

management, from the evidence of the wooden trackways in the Somerset marshlands, was well-established by 4000 BC. But much of this vernacular landscaping was far from functional. Rackham confirms, beyond any reasonable doubt, that medieval moats were not defence systems but pure status symbols. (There were moated haystacks, too!)

It is his ability to get behind the motives and perceptions of early peoples that makes Rackham such a devastating debunker of myths, and the evidence he uses is as diverse as the landscape itself. He scrutinizes Luftwaffe aerial photos to try and discover whether Britain in the 1940s really was a more luxurious place. (It was, despite war-time intensive farming.) He plots the early distribution of the open field system (much more limited than we realize) by an analysis of place-names in Anglo-Saxon land charters. In a remarkable chapter which moves from pollen records to Renaissance paintings to 18th-century insurance policies, he argues that Dutch Elm disease is nothing new, and was most probably responsible for the Elm Decline 6,000 years ago.

There is a striking new assurance in these arguments that makes the result, I suspect, a period of travelling since his last book. In France, Greece and America he has been able to find a new perspective on his familiar home country; but also see that there are common threads which run through all landscapes. Motoring through the prairies of central Texas (he had gone there "to discuss Cretan archaeology") he saw American hedges developing spontaneously along barbed wire fences in a way that challenges most orthodox views of hedgerow origins in this country.

There is not much in this book overtly about conservation: the vivid celebrations of antiquity and local variety make their own case. Nor is Oliver Rackham the first writer to liken the landscape to one of the great works of literature. But the short passages where he does link these two ideas is the most eloquent argument for the cultural importance of rural landscapes: "The landscape is like a historical library of 50,000 books. Many were written in remote antiquity in languages which have only lately been deciphered. . . Every year a thousand volumes are taken at random by people who cannot read them, and sold for the value of the parchment. A thousand more are restored by amateur bookbinders who discard ancient bindings, trim off the margins, and throw away leaves that they consider damaged or indecent."

The library trustees, reproached by neglecting their heritage, reply that Conservation doesn't mean Preservation, that they wrote the books in the first place, and that none of them are older than the eighteenth century; concluding with a plea for more funds to buy two thousand novels next year.

Words, words, words

The State of the Language. By Philip Howard. Penguin £3.50. 0 14 008086 4.
The Joy of Words. By Fritz Spletz. Elni Tree Books £9.95 and £5.75.

Language changes, but so do attitudes to its change. Philip Howard's nine chapters cover various aspects of contemporary English but, where most earlier writers might have sought sternly to prescribe "correct" usage, he sets out to reassure. "There is no need for alarm," he insists, when telling us that English is moving from an inflected to an uninflected language, lest we should mourn the loss of our inflections; "the change has been going on for more than 10 centuries." (I feel (no unnecessary terror of the verbless sentence here either). And a profusion of dialects and jargons is "not the end of the world" (he heads his own advice that "the most overworked cliché is better than an extravagant phrase that does not come off").

So Howard, who writes for *The Times*, has written a language book for the times, witty, literate, liberal and most of all consoling. He has the learning to give authority to his work, but wears it lightly, slipping in Jewish and computer jokes and several pages of sexual euphemisms; and including "murders, lost" and "too, derivations" in his index, beside "Erasmus . . . on Greek pronunciation" or "Horace on headlines". Well, a Latin tag on brevity; but it makes a good entry.

Sadly, after years at school (compare: "Algebra, fire-breathiness of"), we may need him to remind us of something that every child knows: language is fun. Perhaps he tends to overdo the conciliatory approach, and one long for a spirited defence of spelling reform or an assault on the monotony of common sense. But even the obvious needs restating sometimes and I can see Howard joining or replacing Spletz on Potter as an examination text.

The same is unlikely to happen to *The Joy of Words*. Fritz Spletz, who writes for *The Listener* a column which is not to be read on the train (you are likely to be overtaken by fits of embarrassing and uncontrollable laughter), has very strong ideas about the language and is withering in his scorn for those who misuse or mispronounce it. Since the design of the book imitates a well-known sex manual, the title is "a bedside book for English lovers" and the last chapter is all about naughty words, it should quickly reach the right hands and over-18s will also find much in it to enjoy.

Robin Bus

Whose English?

Insomniac listeners to the BBC World Service will know those grumpy post-bag items from ex pat Brits. From little Surveys in the far-flung world they pounce on all those broadcast solecisms up with which they simply will not put. But the BBC and *The Times* no longer pose as guardians of the English word. If "multicultural" means anything, it means a (second) Elizabethan leeway in the written - and broadcast language. Which isn't to throw down the walls of good usage. "Eternal vigilance . . . But in a civilized society, eternal tolerance, too"; such is David Crystal's conclusion in *Who Cares About English Usage?* (Penguin £2.50). Devised as a salutary entertainment, it makes a sensible distinction between the undesirable, the merely wrong and those turns of expression which demand a bit of expressive leeway. The voyagers of the starship *Enterprise* would, after all, have to go boldly if the letter were observed. Americans, and especially Kirk and Spock's predecessors at NASA, have been accused of wholesale linguistic vandalism, yet they have their own

Brian Morton

In the *Rainforest* by Catherine Caulfield (Picador £3.95) has been very well received in both the literary and scientific worlds. Focusing on the irreparable damage of decimating the world's rainforests, Ms Caulfield's journalistic experience has produced a fascinating and instructive book.

H Tegg

Humanism

No previous knowledge of continental philosophy is assumed by Kate Soper's excellent *Humanism and Anti-Humanism* (Hutchinson, £5.95). Ever since Lévi-Strauss remarked that the goal of human sciences was "not to constitute but to dissolve man", the "humanist" stance has been under threat. Kate Soper, with impressive cogency, sets out the arguments for and against humanism, and shows how post-structuralism, far from making a return to humanist premises, challenges still further the notion of the human subject as a point of origin or creative presence.

This book makes abstruse arguments accessible, usefully summarizes Foucault, Derrida and Lacan, among others, and yet provides good reasons for remaining wary of the pessimistic scepticism bred by anti-humanism and its distrust of rationality. Ultimately it boils down to a question of will over circumstance, or circumstance over will, both sides of the argument raising complex moral issues which the author does not shirk.

Frances Spalding

BOOKS IN CLASS

Home comforts

Nuffield Home Economics:
Basic Course - Textbook £3.95.
Teachers' Guide £9.95.
People and Homes - Textbook £3.50.
Teachers' Guide £8.95.
Food Science - Textbook £3.50.
Teachers' Guide £8.95.
Fibres and Fabrics - Textbook £3.50.
Teachers' Guide £8.95.
Nutrition - Textbook £3.50. Teachers' Guide £8.95.
Hutchinson Education.



HOME ECONOMICS

The Nuffield Home Economics Course covers four main aspects, *Food Science, Nutrition, Fibres and Fabrics* and *People and Homes*. The *Basic Course*, first published in 1982, forms the foundation of the second series of books, which include pupils' texts, teachers' guides, worksheets and assessment cards.

Home economics as a discipline has always been securely founded in reality as the subject matter closely relates learning to the needs of living. However, the speed at which changes are happening makes it difficult for teachers to keep abreast of new developments. The new Nuffield Course makes an effort to underpin many concepts and ideas with sound scientific principles. In the *People and Homes* book the social science investigations are classified in tabulated form at the end of each chapter in ascending order of difficulty, which will help provide teachers with a framework for assessment.

The main problem with the course seems to be a mismatch between the theory and practice. The series aims to highlight specific issues such as child care and development; finding somewhere to live; ergonomics and efficiency; design using technology. I find it questionable, though, that children would gain enough information from certain chapters to be able to achieve the tasks set out in the checklist. For example: after reading just nine sentences on Speech and Language Development, pupils should be able to "Look after a baby for the day, nothing

stages of its speech development, and suggesting ways the child's language development might be enhanced". After a half page on hand eye coordination, pupils "may be able to select appropriate toys in sequence to match the development of the child's hand eye coordination".

The tasks are also very traditional, lacking any creativity. There are too many instances where pupils are required to make lists about certain issues, and later cope with sophisticated discussions without any intermediate structure being offered to facilitate this process.

People and Homes offers token coverage of issues perhaps best left untouched unless treated thoroughly. For example, at the end of a very short section on health, there is the statement "Some activities in which young people take part can seriously damage their health. There are many accounts in the newspapers of the tragic effects of drugs, solvent sniffing and excess alcohol. What are the dangers of these habits, how would you avoid being persuaded by someone you know to take a drug or sniff glue?" Turning to the teacher's book for guidance you will find "This question is for discussion". What is needed are creative ideas of putting over sensitive issues, complex and emotive points and information where to go for additional help and resources.

I was also disappointed that there were so many lost opportunities, especially in the *Homes* section, where it would have been easy to develop an appreciation of people from other

cultures. A few multicultural photographs do not compensate for the lack of awareness in the text. And many children would have difficulty relating to some of the tasks, being asked, for instance, to evaluate the effectiveness of a chandelier!

Chapters on Design and Using Technology have wisely been introduced to the scheme, but unfortunately these are rather inadequately covered. The authors interpret "using Technology" to cover the traditional work on Labour Saving Devices, which seems a limited and inaccurate concept. It is true to say that Design is one aspect that transcends all areas related to Home Economics. We are all potential designers, using skills or developing ideas, working out solutions and developing a critical awareness. I would have preferred to see the Technology and Design themes consistently referred to throughout the book, underpinning the theory with specific examples and ideas to explore.

The actual sequencing of the book causes the same concern. The first chapter, "Making A Home", begins with "a good place to start is with the material and structure of the home". However, there follow six chapters on Child Care and People with Special Needs (defined, incidentally, as people living alone, the elderly and disabled) before the main section on house construction in chapter seven. Child Care takes us up to children aged three or four playing with Lego and toy telephones, and the next section deals with the pressures of adolescence, without any mention of the intervening years.

The presentation and illustrations, however, are good, with many fine photographs which challenge traditional stereotypes. There are also some excellent examples of sound maths teaching, for instance the thorough coverage of Mean-Model-Mode relating to the distribution of household size.

Christine Traxon

Crafty ideas

The Creative Sewing Machine. By Anne Coleman. Batford £5.50. 0 7134 3310 8.
Embroidery for Group Working. By Christine Andrews. Drynd Press £6.50. 0 8521 9641 5.

These books both aim to stimulate embroidery ideas and to provide guidance for simple designs and patterns. The first is written for the embroiderer with a creative urge but without the time for elaborate hand embroidery, or . . . wishing to acquire the skill and variety afforded by machine work. The second is intended . . . for teachers of courses who have students of varying ability, and aims to encourage novice embroiderers to take part in group ventures, so that they are not daunted by the prospect of embarking on an elaborate piece of work.

Anne Coleman's book is attractive and informative, without appearing to be too technical, but the sequence of topics tends to be rather confusing,

with no apparent logic in switching from technical information to general advice on fabrics or design, and back to processes or instruction. This is not helped by the omission of captions for several of the illustrations, especially where they appear totally removed from their related text - such as the butterfly motifs at the back of the book, which are intended for use with a section in the middle of the book. However, there is some linking given throughout by lively line drawings, and the photographs used are of a good standard. There are also useful practical hints for the inexperienced worker, such as how to protect a carpeted floor when working, or how to draw people by constructing stick-

men shapes. The list of suppliers could have been more representative of the UK as a whole but, generally, this is an appealing book for machine owners to keep, for browsing and obtaining ideas.

Christine Andrews is a retired teacher, and, like Anne Coleman, a member of the Embroiderers Guild. Embroidery for Group Working includes contributions from fellow members of the Guild, and it is clear that the book was a group project which was put together with much enjoyment.

Sadly, the result is not at all stimulating as a source of ideas. It is difficult to believe that the items illustrated would ever actually be used - apart from being made for charities, where they are bought, and then probably given back to charities to be resold. This is a pity, as the instructions, diagrams and drawings have been prepared with great care. However, the list of suppliers is more representative of the UK than those in the first book.

Susi Rice

CHILDREN'S LITERATURE

father rides through the woods, against wind and snow, among ghostly leafless trees. A postscript tells us more about the story and its roots.

Sir Gawain and the Loathly Lady, retold by Selina Hastings, pictures by Juan Wijngaard, for which he has been awarded the Kate Greenaway medal. (Walker £4.95), is, in a way, the reverse of the tale above: Gawain is required, on a knight's honour, to wed a hideous crone who has, through a riddle, saved the life of his king, Arthur, no less. Selina Hastings has preferred not to show sharp-faced, spotted like a pard, could disturb us more; more eerie of all are his feral, pard-spotted *human hands*. Elsewhere Schroeder has made much of her challenging theme. The mansion is awesomely splendid - but towering pillars, vast staircases - but guarding its secrets in the dark-green evening light. Large spaces are hauntingly made of heights and distances. And in a superb night storm-piece,

more desirable damsels. But there is no doubt at all about the hideousness of the loathly lady herself - loathly indeed. Eight to twelve-year-olds should enjoy this glimpse of Camelot.

In *The Magic Horse* (Julia MacRae £3.95) Sally Scott - who illustrates and retells - has provided a clear and acceptable version of what, in the Arabian Nights original, was a long and peculiarly boring story, full of maddening loose ends. Indeed, when you look into it, the one interesting feature is the mechanical horse itself. The pictures are excellent, abounding in atmosphere (echoes of Dulac in design but more precise in shape and colour). The best, I have to say, are the least eerie: the rescue of the princess in the wood (a splendid page) is almost French-medieval - all those fairy tale trees. Why, though, is the "old and ugly" Wizard so tall and disgusting-looking? Has Sally Scott really looked at Burton? And what did become of him in the end? Still, her recasting may have its meaning in the context of her tale.

Naomi Lewis

Illustration from Sir Gawain and the Loathly Lady

lingo

N

There is a nasty sense of false jauntness about 'n', at least there is to me. It began with Rock 'n' Roll, and has spread like the plague.

There is a Pick 'n' Mix hypermarket near Johannesburg, South Africa. There is always a Pick 'n' Mix sweet counter in Woolworths. Other commodities can be seen described as Stir 'n' Fry, Fruit 'n' Fibre, home baked 'n' ready to take. Near Edinburgh Castle there is a food shop called Gobble 'n' Go, and Isa's Chat 'n' Chew is to be found not far away in Leith. An advertisement for Four 'n' Twenty Pies was observed behind the boundary at a test match. There is a shop called Twix 'n' Teens in Ayr.

A Labour Party scheme to publicize itself musically was labelled Pop 'n' Politics, possible participants being a

W S Brownlie

BOOKS

The chosen few

Hilary Stonefrost on a perennially vexed question

Choosing Elites. By Robert Kilgusard. Harper & Row £21.95. 0 463 01106 3. A Degree of Choice? Edited by Janet Finch and Michael Rustin. Penguin £3.95. 0 14 02269 3

Robert Kilgusard's study of the means by which students are selected for Harvard and other top universities, *Choosing Elites*, presumes elites to be there for the choosing: he is not concerned with why or whether but with how. On elitism emotion frequently outwits intellect: this study, by contrast, takes a dispassionate look at the criteria determining the selection of the fittest. And despite the narrow focus on how the implications are of general significance; any analysis of how elites are selected calls into question not only judgements of elitism as against equality, but also decisions on the most effective use of limited financial resources.

Harvard's stated objective, writes Kilgusard, is to maximize the use of an individual's talent for the benefit of society, by emphasizing academic excellence. He finds that the achievement of high academic standards in post-school education is best predicted by high school performance and the results of admissions tests. It would be surprising if past academic achievements were not the most accurate predictor of future academic performance. But how does this fulfill the ideal of maximizing the talents of the chosen few for the benefit of society? Kilgusard finds that it does not do so: academic performance is a seriously inadequate measure of the range of human qualities. As a former Dean of Admissions at Harvard told Kilgusard, "the top high school student is, frankly, a pretty dull and bloodless or

peculiar fellow". The suspicion that academic accolades are a measure neither of human worth nor of an individual's contribution to society is as old as human interest in how societies are organized; for example, Plato, in the *Republic*, discusses his view that social contributions cannot be assessed by academic capabilities alone. Kilgusard, like many before him, suggests that attributes such as creativity, aesthetic and ethical sensitivity, energy and commitment should be taken into account when choosing who should be educated to a high level.

But how much harder would be the task of choosing an elite from a broader social base, on criteria which seek to assess the full range of human nature. To aim at the replacement of the magical simplicity of high school examinations with the mystical complexity of assessments of human nature is to seek to succeed in social policy where most of us fail in our personal judgements each and every day. As a former Dean of Admissions at Amherst wrote after 25 years in this post, "I had hoped to master the art of human assessment. I didn't". He failed, and he is not alone, nevertheless some may still believe broader assessment to be worth trying.

Others may prefer to use Kilgusard's findings as further confirmation that there can never be an adequate method of choosing an elite and to add

this to the case for a structure of higher education which eschews elitism in favour of greater equality of opportunity. Policy proposals for the alternative of comprehensive higher education are discussed in a collection of articles published under the title *A Degree of Choice?* edited by Janet Finch and Michael Rustin. The authors of these articles, most but not all of them members of the Labour Party, set out to examine, in the aftermath of the education cuts of 1981, practical policies which could move this country towards the provision of universal entitlement to higher education.

The objectives of a comprehensive higher education system are succinctly described by one of the contributors: "Education is, before everything else, the process of giving to ordinary members of society its full common meaning in the light of their personal and common experience." The purpose of higher education would thus no longer be the provision of enclaves of academic excellence and individual privilege, but the facility for all citizens to gain the confidence and the knowledge to exercise a greater degree of control over and to attain a better understanding of their own lives.

The contributors have few illusions about the distance to be travelled from the current structure of education in this country to their vision of universal entitlement. "We must beware of falling into a debate which ignores a

staggering lack of interest in further education by a substantial proportion of the population", writes one contributor. The extent of this alienation, no doubt the result of the perception and the actuality of the elitism of the British system of education, is clear from the data given in several of the articles; for example, 87 per cent of the population in Britain have no education whatsoever after the age of 18.

What can be done to enable and to encourage wider participation in higher education in this country? The suggestions in *A Degree of Choice?* include: paid educational leave during working hours; student loans; adequate childcare facilities; the entitlement to one year's education to everyone over the age of 18.

Although the editors describe the aspirations of the contributors as a vision of the future, as the international comparisons they cite testify, the policy suggestions are practical, obvious and obviously sensible. All of the policies recommended in these articles are practiced in one form or another in France, Germany, Sweden and the United States.

To what extent the ideas of these contributors have influenced the Labour Party's current intentions for the future of higher education is not clear. When Mr Giles Radice announced Labour's education policy proposals in early May he pledged a

future Labour government to increase spending on education; but specific details were not given on where these resources would be used. The Conservatives have also made similar, if more modest, noises about increased resources for education. While increased finance would be in line with the general policy suggestions from the contributors to *A Degree of Choice?* they would regard such mere provision to be insufficient. To quote from the article on student finance, "Voices from the past are clear enough: increase financial support and things will begin to improve once again. But is this right? There are now many reasons for thinking that a very different policy is needed".

Although opposed in value judgements as to the purpose of higher education, there is a common conclusion to be drawn from these two books: a radical rethink of higher education policy should be a priority. If elites are to be chosen then a reassessment of how this is to be done is required. Kilgusard quotes Eysenck's description of the British university system as characterized by "a mixture of snobism and self-satisfaction hardly justified by the results". If, on the other hand, comprehensive higher education is the policy aim, careful consideration of the details as to how this is to be achieved is required. There is no shortage of examples for policy makers to look to; as *A Degree of Choice?* shows, Britain enrolls a much lower proportion of its young people in higher education than almost any other European society. Sadly, the generalized presumptions on which political parties in this country have based their public discussions of the future of higher education are a long distance away from the careful thought and arguments of both of these books.

Stateside

The Struggle for the American Curriculum 1893-1958. By Herbert M. Kliebard. Routledge and Kegan Paul £19.95. 7102 0055 2.

Why 1893? Because in that year an influential report of the National Education Association declared that the American high school curriculum should not differentiate between those undergoing an academic preparation for college and those simply being taught to adjust to "life". Why 1958? Because that was the year of the National Defense Education Act. By then the idea of life adjustment, which had come to pervade American schools at the expense of academic values, was vigorously criticized in the wake of Sputnik. Although the Act did not really tackle the problem of differentiation, it did contain measures to improve high school teaching of maths, science and modern languages.

Why "struggle"? Because between these two great milestones, as Herbert M. Kliebard explains, there were four major competing forces, none of which became dominant. Three of them - child-centred education, scientific efficiency and social engineering - were reactions against the fourth, the European cultural heritage. The end result was the amalgam that now arouses so much soul searching about the need to foster excellence.

In a long story, told with a volume of detail that is of interest mainly to the specialist, John Dewey stands out as the well-tempered synthesizer who spent a lifetime trying to reconcile the opposing camps. When he began his practical work in Chicago, the children of the sweat shops there were described by a factory inspector as a human rubbish pile. His vision of change may have been out of step with the dominant view that the business of America was to produce a "standard National-Socialist human body" with no hint of Jewish blood. In the event, although under his mesmerizing eye Hitler's athletes won more medals than any others, the memorable performances of America's black competitors, notably of Jesse Owens, thrilled even the most biased German spectators.

This book is not only a compelling account of a great sporting occasion, but also a reminder of how a dictator can mould virtually an entire nation to his will.

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ARTS

Television

Historic rights

"That's what Stonehenge is symbolic of... the right to travel the country," said one of the Hippiers interviewed on *Diverse Reports* (Channel 4, June 11). It was sad to learn that archaeology does not support this interpretation and, according to Professor Colin Renfrew (Horizon, BBC2, June 9), if our greatest prehistoric monument can reliably be said to symbolize anything, it is the transition from an egalitarian tribal society to a system so authoritarian that Adolf Hitler might have envied it. His conclusion, that we should congratulate ourselves on the fact that the skills needed to build it were probably not imported from abroad, was questionable.

Not that the egalitarian model was any bed of roses. Neolithic Man was lucky to live beyond 20 and practised "exorcism" which meant exposing the dead until the flesh rotted away, a diet of fish and barley and a landscape littered with the decomposing corpses of one's teenage ancestors, if not my recipe for the good life.

Nor is wandering around the countryside in a rusty bus pursued by Conservative MPs and irate constables. *Diverse Reports* made a worthy effort to give the other side to news stories about the Hippiers. Naturally, they came across as gentle environmentalists, anxious to love their persecutors, while not averse to the occasional joint, strongly opposed to hard drugs.

Conventional society tends to look with a mixture of irritation and envy at those who opt out. On a more practical level, *Jobwatch* (ITV, June 15) examined what can be done for those anxious to opt in. "I want a load of booming little capitalists here," said John Simpson, head of Gosh's craft workshop which is training young people, under YTS, who have left school with few or no formal qualifications. Surprisingly, the traditional craft skills that they learn (and enjoy) seem to be easily transferable and can lead to a variety of other jobs.

A week which got off to a rocky start on the question: "Who built Stonehenge?", promised the material for the construction of a monumental series of lapidary puns, but petered out by asking "Who owns the Elgin Marbles?" (Heart of the Matter, BBC1, June 15). There had been something depressing about Professor Renfrew's implication that it mattered, in more than an academic sense, whether natives of this island or immigrants from the Mediterranean stuck up those stones on Salisbury Plain; whoever they were, they were only notionally related to you or me.

Asian Magazine (BBC1, June 15) reported from Cardiff on a production of *Tristan and Isolde* involving Welsh and Asian actors and combining elements of music and dance from both cultures. But the multicultural event of the week was BBC2's *Caribbean Nights* which started on June 14 with a whole evening of history, music, poetry and politics. The presentation by Dariusz Howe involved too much continuity and studio discussion, but if you were prepared to stick it, there were gems: some classic ska, plenty of Bob Marley (who was the subject of a reverential film biography the following night) and a colourful report from the Mosquito Coast of Nicaragua where all the Caribbean cultures meet around the maypole in Bluefields (a town named after a notorious pirate).

"There is no such thing as a dumb poet," Derek Walcott argued, picking up C. L. R. James's moving defence of minds open to a variety of intellectual influences, against those who would reject English literature as reinforcing colonialist ties. You could understand the opposite point of view, but ultimately had to agree with Walcott when he celebrated the excitement of being a writer who could draw on all the different elements in the marvellous linguistic and cultural mix of the West Indies.

Robin Buss

Opera jamboree

Norma Cohen reports from Hackney

An extraordinary operation, "elateded" takes place at the Riverside Studios, Hammersmith next Friday. The first major project where children have written their own opera culminates in a day-long jamboree of new works by four London schools, presented alongside two operas by young graduates composers performed by the English National Opera. Writing Opera Workshops (WOW) has been pioneered through the ENO's newly-created education and outreach unit, The Baylis Programme. David Sulkin, co-director with Rebecca Meitling, and co-director of the Royal Court Young People's Theatre, explains:

"We have to banish the notion of opera as a museum. It needs to be taken over by the new generation of artists to which these children belong. Our hidden curriculum is to enable them to feel opera is an artistic option they can explore, irrespective of class or race. The Baylis Programme provides facilities to learn about repertoire works; next season, a *Carmen* workshop is planned, in which specialists will visit schools and explore themes leading up to the show. But these days, kids don't expect their creative experience to develop simply by seeing. It's not enough to cart them to the Coliseum. They'll learn more about opera if they create their own."

The "doing" is what WOW is about. Funding by IBM and Sava has enabled Educational Trust has enabled music, drama and art specialists to be co-opted into each school. The brief, to prepare opera works based on contemporary issues, has been freely interpreted.

At Hackney's Amherst JM, the whole school is engrossed in mounting "Invisible Changes", an abstract work delving into the child's subconscious with fears and yearnings. Developed from a story written by two ten-year-old girls, Wai Kwai Cheung and Sunita Mansingh, it contains a surreal shadow play, and eerie passages, part-

lyrical, part-violent. In an enlightened music department boasting four specialists, the prime mover behind the project is Kate Siman. In order to galvanize as many abilities as possible, she's transformed the whole school into an opera company - "ENO Amherst Kids". The project crosses every area of the curriculum: music, maths, language work and creative writing, technical studies, dance, nature, science and textiles. "My own class room is the company stage and it is laid out like an office. The children have found that running an opera company demands careful organization."

The project has set the imagination of the school alight; every corner is a hive of activity with children producing their own magazine, computer-printing tickets, designing costumes, posters and programmes, rehearsing fragments of percussive works in front of others, the words being rushed in as they play. "If a kid takes part in an opera and later becomes an engineer or taxi driver, that's fine," says David Sulkin. "But if they grow up and their kids say, 'Give us a five to go to the opera, Dad' then our job's been done."

Riverside Studios, 2.30 and 7.30 June 27. (01-748 3354). "Invisible Changes" also at Kingsland School, Shacklewell Road, London E8 (254 4090 for tickets), June 25, 7.30.

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Rallying call

Of the seeds sown in the heyday of the sociology of education, none has grown more vigorously than the proposition that knowledge is socially based and politically organized. In the ensuing ideological battle over the curriculum the forces of teacher control have lately been in retreat, either into the no man's land of consensus or behind the lines to regroup. *Sociology and School Knowledge* by Geoff Whitty (Methuen £16.00 and £6.95) is a rallying call for those with the heart to launch a fresh assault on capitalist values. It is also a perceptive analysis of the major themes of educational politics over the past 20 years.

The survey of current conflicts begins with the irony of how, in the Great Debate on education launched by James Callaghan in 1975, the Labour leadership came to accept "not only the agenda set by Rhodes Boyson and his associates but also some of their solutions". So began the new centralism which has outraged teachers' leaders and established MSC and TVEI as household acronyms. Whitty correctly identifies the central issue of whether the technical and vocational initiative will have an impact on the high status as well as the low status curriculum.

Two other main battlegrounds are considered: first, the successive attempts to establish social or political

education which have made such little impact on traditional practices; second, the politics of public examinations where it was loss of public confidence in standards that underlay the developments which brought the Secondary Examinations Council into existence. The conclusion is that if teachers are to regain their former freedom it will have to be at the heels of a large radical army. Otherwise the changes that take place will be in the conventional context of the established subjects.

The point is well illustrated in European Dimensions and the Secondary School Curriculum by Ivor F. Goodson and Veronica McGivney (Falmer Press £14.95 and £7.95). The brave new subject European Studies never got much more than a precarious foothold and those wanting to introduce the study of Europe are now needing to work within existing subjects, not alongside them. But within subjects there is ample scope for new ideas, as demonstrated for example in *Inside Information* by Nigel Norris and Jack Sanger (CARE/UEA £4.00), an account of how to incorporate information skills in the curriculum. The retreat of radicalism does not have to mean stagnation.

Arthur Hearnden

Lines from Irina

No, I'm Not Afraid. By Irina Ratushinskaya. Translated by David McDuff. Bloodaxe Books £4.95. 0 906427 95 9

Irina Ratushinskaya, aged 32 and a physics teacher, is serving a sentence of seven years hard labour in a Soviet "strict regime" camp. She has been beaten and force-fed and is now suffering from serious kidney pains and debilitating fevers. Her crimes in the camp have been to hunger-strike on behalf of other prisoners and to demand basic human rights; her crimes in the outside world were to write and circulate these poems. Clearly she's a remarkable, brave woman whose case (backed by Amnesty) demands support; dissidence, however, needn't itself guarantee poetic gifts. But the very qualities that make her so outstanding a person also inform her

poetry - generosity and adventurousness of spirit, strict adherence to truth, unfeignable lyrical delight in the world.

She adopted the Catholicism of her Polish forebears and in her twenties had what amounted to a second conversion when she discovered the poets of Russia's Silver Age. There are echoes of Akhmatova's *Requiem* in her insistence on both remembering and forgiving, and of Mandelstam's consolatory classical allusions. But her individual voice is stronger than these influences. Set down "on the squares of the monstrous chessboard", knowing she's deprived of "the childish, flouted right to beauty", she celebrates undefeated the moment when "a word stirs under my hand / like a starting". The courage and the gift are one.

Tom Deveson



"The Company of Undertakers", 1737; a group of doctors, headed by three notorious quacks, portrayed as undertakers. From Derek Jarrett's *England in the Age of Hogarth*, released by Yale University Press (£14.95 and £5.95)

Paramilitary sport

Hitler's Games - The 1936 Olympics. By Duff Hart-Davis. Century Hutchinson £12.95. 0 7126 1202 5.

The staging of the 1936 Olympic Games in Berlin presented Hitler with the opportunity of re-establishing Germany as a civilized nation in world opinion, in spite of the racism and repression which existed within it. A deliberate policy of deception, aided by rigorous censorship, concentration camps and the muzzling of foreign correspondents hoodwinked almost all neighbouring countries, though the United States and Britain were divided internally as to participation in the Games.

Duff Hart-Davis describes graphically the enormous scale of the physical preparations for the event in the

building of the vast 100,000 capacity Stadium, and in the refurbishing of Berlin itself to welcome an expected 1.2 million visitors. It was, though, the politicizing of the Games which was so contrary to the Olympic ideals. Sport in Germany became compulsory, para-military, aiming to produce a "standard National-Socialist human body" with no hint of Jewish blood. In the event, although under his mesmerizing eye Hitler's athletes won more medals than any others, the memorable performances of America's black competitors, notably of Jesse Owens, thrilled even the most biased German spectators.

This book is not only a compelling account of a great sporting occasion, but also a reminder of how a dictator can mould virtually an entire nation to his will.



Harlem reshuffle

Julia Pascal visits Arthur Mitchell's ballet class

On a hot June morning the Coliseum stage was packed with young black people waiting for a ballet class with Arthur Mitchell. The 90-minute masterclass was "an act of commitment to my community" said Mitchell and he gave them his full concentration as if they were his own Dance Theatre of Harlem students. But Monday's event was a one-off in memory of last year's special class. The GLC offered scholarships to aspiring London dancers; black artists who would never be considered at the Royal Ballet because of their skin colour. Mitchell chose three young men but the GLC asked him to include some women and "stop being a male chauvinist". Two women were selected and five Londoners enjoyed a year's sponsored training with Mitchell in New York. But now there's no GLC and little chance of any of these would-be students gaining a scholarship to study with Dance Theatre of Harlem.

As a dance teacher Mitchell bullies, cajoles and jokes. "Let's take all the rags off so I can see your bodies", he says and the group laugh and peel off their T-shirts and sweat shirts to reveal varying shapes of leotards and tights.

"Reach up out of your hips, make your movements elastic, don't dance away from the audience, embrace them." He chooses to concentrate on one young athletic young man who has a strong physique for a lead dancer but little experience. The student smarts at Mitchell's tone. Again and again Mitchell points out a weak arm position. Finally the student understands and Mitchell slaps him in pleasure. What comes over in this class is the unspoken thrill of perhaps a hundred young black people learning a classical technique normally reserved for whites but learning it from a 51-year-old black ballet dancer.

Mitchell speaks the warmly of his teachers George Balanchine and Lincoln Kirstein who promoted his work at The School of American Ballet and the New York City Ballet. Previously Mitchell was always rejected as a lead dancer in Broadway shows. He remembers Roland Petit saying in the early Fifties, "You're a great dancer but we can't use you" and countless others remarking, "We can't have the white leading lady dancing with the black man".

But it was the assassination of Martin Luther King which inspired

him to start his own school. That was in 1968 when the idea of a black classical ballet company seemed an outrageous idea. How did he do it? "I had a bullheaded stubbornness and an unshakable belief in what I was doing. People told me that there'd never be a classical black company till the year 2000 and I kept asking 'Why not?' There was always this fallacy that blacks could not dance classical and now they've been proved wrong." And what about the GLC London students? "Paul Bailey will stay with us in New York and the others are going to come back and continue the work they started here. And maybe one of them will start something along the same lines in London."

What would be his magic wish for the future? "I would have one of the best schools in the world with kids from every nation, sponsored by their governments so I'd be beholden to nobody. I'd show the world we could make top quality classical ballet regardless of colour, sex or creed and the school would be called Noah's Ark. But then there is an old West Indian saying which goes, 'Man appoints and God disappoints'."

Early music

At the beginning of June, en route from Warsaw to Paris, the Suzuki Tour Group stopped off at the television Studios, Shepherds Bush to rehearse for an appearance on the Terry Wogan Show in unlikely combination with Bucks Fizz among others.

In crisp cotton shorts, dresses and ankle-socks, seven violinists and one cellist, aged between seven and thirteen, gave a sparkling performance of Puccini's *Allegro*, displaying impeccable intonation and rhythmic precision and producing an astonishingly full, bright and rich tone from the half or even quarter-sized instruments.

The string players and two pianists, chosen from over 5,000 children by Dr Suzuki, now 88, embarked upon a 32-day tour - taxing enough for even the most professional adult musicians - which includes London, Madrid, Dublin, Stockholm. The stamina required for such a tour is developed by the process of what Dr Honda described as "memorizations, concentrations and devotion" which are the core of



not speak anyway; and sessions where the four group will join with local children already learning the local.

Elinor Kelly

The Suzuki Tour Group goes to Hitchin on June 21; Cardiff on June 22; Gloucestershire on June 26 and Tebury on June 28 for a concert in the presence of the Princess of Wales. Further details of workshops from Bernadette Breslin, The Old School, Drenthouse Hill, Wheathampstead, Herts AL4 8AN. Telephone 058-283272.

RESOURCES/VIDEO

Ordinary people

Seamus Hegarty on programmes about the problems and attitudes faced by people with handicaps

Good Companions
Produced by Veronica Sherborne
VHS £50, U-matic £60 to buy; VHS £10 to hire
Insight
Produced by the Spastics Society
VHS, Betamax or U-matic, free to hire
Is Ordinary Life Possible?
Produced for the Darent Park Project by South East Thames Regional Health Authority
VHS £40, U-matic £50 to buy; VHS £4.20 to hire
All three tapes are available from
Stowe Road, Ipswich, Suffolk IP3 9BB.
Everybody Knows
Produced by Dr Barnardos
VHS, Betamax, U-matic £120 to buy; £11.35 to hire
Barnardos Film Library, Dr Barnardos, Tanners Lane, Barkingside, Essex IG6 1QC.
All prices exclude VAT and carriage.

Nowhere is the inadequacy of the maxim that "a picture is worth a thousand words" demonstrated more clearly than in the making of educational videos. Pictures can communicate meanings in ways that words cannot, but that does not mean that they can replace words. Pictorial images are often ambiguous, and we need words to anchor them and guide our understanding.

Both *Good Companions* and *Insight* illustrate what happens when the pictures are given too much work to do. In the one case there is no interpretative framework, and the uninformed viewer is left wondering so what! In the other, pictures are presented in service when words are needed, and they turn out to be a poor alternative.

Good Companions is a collection of sequences of classroom activities that illustrate Victoria Sherborne's ideas on body awareness. Sherborne attaches great importance to developing a sense of body awareness in children who have severe learning



difficulties. She has built up a wealth of practice based on these ideas. *Good Companions* illustrates this practice in a variety of settings - a nursery class, different school groups and an adult training centre.

The material works best as a stimulus and source of ideas for people familiar with the underlying concepts and convinced of their relevance. It has little to offer others however. There is no attempt to explain what is going on or argue why it is important or demonstrate how it fits in to other aspects of children's development and the rest of the school curriculum.

Insight is a short and polished presentation from the Spastics Society, which seeks to explain cerebral palsy, show its effects on everyday life and introduce the work of the Society. It does a very good job - within the time limitations - of conveying some of the

frustrations of living with cerebral palsy while showing also that an ordinary life is still possible. It highlights the limitations imposed by society - often the expectations and attitudes of other people are more crippling than the condition itself.

Where *Insight* comes unstuck is in trying to explain what cerebral palsy is. Some fanciful sets are used to model the breakdown in muscle co-ordination within the body that constitutes the condition. This does not generate a great deal of insight however - and certainly far less than the excellent accompanying leaflet! The latter summarizes the basic facts in a straightforward, didactic way and manages to communicate a good deal more clearly and more economically.

Everybody Knows from Dr Barnardos is a different matter entirely. It capitalizes on the film medium to

communicate something that the written word alone simply could not do with the same economy and conviction.

Its set purpose is to introduce the Barnardos Respite scheme whereby families foster children and young people who have severe handicaps. It does this by interviewing four couples who have successfully experienced it. One slight quibble - are there no failures? In an odd way, the effect is weakened a little by concentrating exclusively on difficulties that were resolved. These eight people and the children they share their homes with give a rounded and convincing picture of the scheme, that is at once honest and inspiring, moving yet unselfish. The difficulties are not overlooked but neither are the rewards and the joy.

Everybody Knows does much more than this however. It shows a bunch of ordinary people doing extraordinary things, without either putting halos on them or detracting a whit from what they have achieved. In doing this it manages to convey a sense of the immense potential within each of us. These really are ordinary people. Some started off by wanting nothing but, as one put it, "we became so fond of her that we couldn't bear to lose her". You don't get more ordinary motivation for spending time with someone than that.

Over and above all this, the film makes a profound and convincing statement that people matter, whether they are handicapped or not. This is perhaps its real achievement, and more than any advocacy for a foster parents scheme. It tells us, without preaching, that no child can be written off. Even the most severely handicapped children can grow and develop, and can enrich the lives of those around them.

Is Ordinary Life Possible? is one of the most powerful and moving of all the films. It consists of interviews with clients and observations - shopping in a supermarket, having a meal, attending an English class. There are some striking moments but overall it suffers from a lack of focus and direction. The tape is also technically rather poor.

If there is a common thread running through the four, it is the centrality of attitudes. People with handicaps are often more constrained by the attitudes of other people than by the handicaps themselves. Such negative attitudes, in common with prejudice generally, are based on ignorance and fear. The other common theme, running parallel to this, is that attitudes can be changed. Simple contact is enough sometimes but information and understanding also help, and this perhaps is where tapes such as these can make the greatest contribution.

Rule-ridden

Neil Bibby on an O level Mathematics course

O Level Mathematics
Video College Revision Course: four-hour videocassette with 203-page text Price £65
Video College Ltd, 318 Preston Road, Harrow HA3 0QH.

The materials of this course are described by the authors as forming "a complete, highly intensive revision course... especially designed to help you achieve a good pass at O level". The course is orientated towards the London Syllabus B, but is alleged to cover the core of O level Mathematics for all the other boards.

With the rapid expansion of distance learning in the sixties (the National Extension College) and the seventies (the Open University), it is surprising that eighties technology, in the form of video, has only recently been harnessed by the promoters of home study, since this is a fairly obvious market. Certification in O level Mathematics remains a *sine qua non* for many employers, so £65 seems a pittance to

pay for the prospect of access to potentially higher status employment. Why has nobody done this before? It's all so obvious and so much cheaper than dear old Mrs Worthing from the local com, who wants £10 an hour.

My advice is stick to Mrs Worthing. This course is atrocious. From the funeral introduction by the two authors who look uncomfortable in front of the camera, to the final stroke of the felt-tip pen, this course is a tedious, stultifying sit-through. It appeals me that innocent parents, desperate for Robert or Susan to get their O level Mathematics, will part with £65 for such an ill-conceived and ill-executed piece of work.

Have the authors ever seen an Open University Mathematics programme? Is there nothing to learn from the OU's style of presentation? Is the "over-the-shoulder-lens, watch-me-while-I-do-the-question" mode the only possible one for this material? It's certainly a cheap one. What about graphic designers - haven't they a contribution to make?

And what of the mathematics? The exposition provided represents the worst kind of traditional, rule-ridden teaching, is often misleading and is sometimes just plain wrong. We are treated to algebra discussed in terms of "taking things over to the other side" and "brackets" (as opposed to factors) which must be zero, to confusing notations which fail to distinguish between vectors and the lengths of line-segments, and to meaningless labelling of graphs such as " $y=f(x)$ " (where they mean $y=f(x)$, f being a cubic polynomial). As an example of the plain wrong, we are told that the position vector of (2,1) (called "the point x equals 2 and y equals 1") after multiplying by the matrix $\begin{bmatrix} 2 & 1 \\ 1 & 2 \end{bmatrix}$ is "rotated and stretched to $\begin{bmatrix} 3 & 3 \\ 3 & 3 \end{bmatrix}$ ". This is utter nonsense. The transformation represents a shear.

The entrepreneurial spirit is something we are encouraged to adopt. Educational "cowboys" however are a new phenomenon to me. If this is the best the market can offer, Mrs Worthing's pin-money seems assured.

Darwin's theory

Halleinjah Darwin
VHS £75
Educational Media International, 25 Bolleau Road, London W5 3AL.

If you have already made an initial study of evolution, and are looking for stimulus material to generate discussion among your sixth form students who enjoy something a little unusual and have a keen sense of humour, then this Canadian video is definitely of interest.

The raw material for the video is plasticine, which is used to create a series of animated models that convey the basic details of Darwin's life and voyage on the Beagle. The producers of the video clearly had their tongues firmly placed in their cheeks, as there are many humorous images such as Darwin riding on a giant tortoise, animals competing for resources by beating each other with clubs or fighting over plasticine worms, a population explosion of pink elephants, a three-eyed mutant baby, and an excellent transmutation sequence showing evolution from the earliest organism to humans.



The fundamental principles of Darwin's theory of evolution are strongly emphasized, always in a humorous vein, though the pace of the treatment is very rapid and hence the need for full discussion afterwards.

The video is a well-crafted product and is accompanied by a set of full teaching notes. The colour is good but the sound is somewhat indistinct at times. Altogether though, this is an innovative and hugely enjoyable way to illustrate some basic biology.

John Tranter

Offactory

Smells Tell
VHS £75
Educational Media International, 25 Bolleau Road, London W5 3AL.

Smells Tell is an American video which gives a brief introduction to the sense of smell in humans and other animals. Its presentation indicates a primary school audience, though some of the material used, like "olfactory bulb and membrane" and "irritant" suggest a more sophisticated clientele.

The video covers fairly familiar territory, showing first the basic func-

and then moving on to a survey of how animals locate food. The effects of pollutants on the sensitive lining in the nose are discussed, and how the nose acts as a warning device as well as in identifying objects in the environment is illustrated. An opportunity was missed, however, in not emphasizing the important link between the sense of smell and taste.

The colour quality of the video sent for review was, however, extremely poor; if this is typical of all copies, then it is impossible to recommend purchase.

Video

There will be additional video re-

MEDIA

briefings

radio & tv

For schools

PICTURE BOX
(Monday, 9.30 ITV)
A second animated programme about life among the dinosaurs asks eight to 11-year-olds to imagine what it would be like to have discovered a new dinosaur.

LIVING AND GROWING
(Monday, 9.59 ITV)
"The First Year" traces for 10 to 13-year-olds the development of a baby from birth through to the awakening of communication and motor skills.

MODERN CHINA
(Monday, 10.16 ITV)
How does China cope in world commercial markets? What problems does the demand for western comforts create? Fourteen to 18-year-olds see trade in Hong Kong and compare it with mainland China.

DOCUMENTARY RE-RUN
(Monday, 10.38 ITV)
Senior pupils follow a group of mentally handicapped young men on their annual holiday in Telford. For the young men the holiday is a happy occasion but how do the residents and other holidaymakers react?

FINDING OUT
(Monday, 11.03 ITV)
A programme for seven to nine-year-olds on the Austrian province of Salzburg and its most famous citizen, Mozart. Traditional music, dance and woodcraft are also featured.

JUNIOR MATHS
(Monday, 11.22 ITV)
A revision programme for the over-sevens reviews the major themes of two and three-dimensional shapes and computers using a town's environment as its base.

RÉALITÉS FRANÇAISES
(Monday, 11.39 ITV)
A test chance to see this programme for sixth form students. "Condamnés à réussir" is very relevant at this time, giving information and opinions on the French nuclear power plant at La Hague.

Continuing education and general interest

LAW IN ACTION
(Friday, 20.20 R4)
Joshua Rosenberg begins a seven-part topical magazine series on aspects of the law which affect everyone. This week law makers, legal practitioners and administrators contribute.

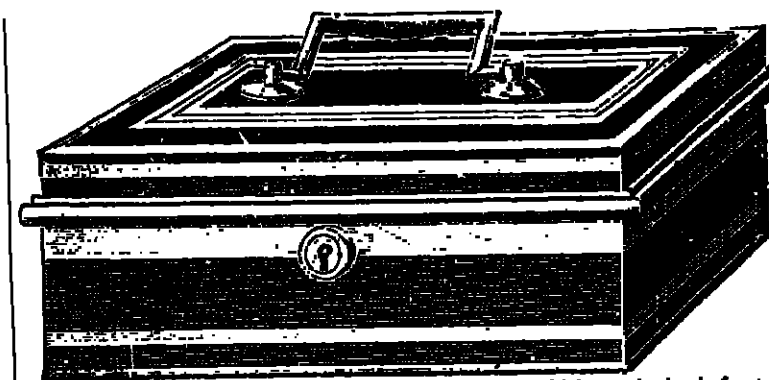
HORIZON
(Saturday, 18.20 BBC2)
How has man survived for so long when the plants in his garden produce a gas which could set the planet on fire? Dr James Lovelock explains nature's clever manipulation of the earth to ensure that the air remains pure.

IN THE NATIONAL INTEREST
(Sunday, 20.15 C4)
What is the "National Interest"? Has the British way of life broken down? This documentary investigates why ordinary people are increasingly at odds with the law.

A BETTER CLASS OF WRITER
(Thursday, 20.45 R3)
Graham Fawcett talks to teachers and students of American university courses in creative writing. Why are such courses common in the States but rare in Britain?

The money roadshow

Ian Chambers looks at the latest money programme from Channel 4



Moneyphoner
Channel 4
Tuesdays, 8.30pm.

After the *Antiques Roadshow* and the *Gardeners Roadshow*, we now have from Channel 4 the *Money Roadshow*, in the form of *Moneyphoner*. The programme is hosted in an informal and friendly way by Alison Mitchell, the financial expert on BBC's *Breakfast Time*. It is supported by a new charity, the Money Management Council, and their aims are to "advance the education of the public in the efficient management of their own personal finances". The emphasis of *Moneyphoner* is on providing information about the choices available rather than promoting one particular choice.

Three particular features stand out in the presentation. The roadshow format allows the cameras to drop in on a range of questions and problems being tackled in the money clinics that are held between experts and members

of the public. These items are then followed up by some good illustrations orchestrated by Alison Mitchell, taken from the local community where possible. A graphical summary is then usually offered. Finally, and less successfully, there were some very short "Tips of the Trade" from the resident experts.

The first roadshow was set in Telford and would form the basis for two programmes. Subsequent venues are to be in Hull, Bath and Chatham, which gives a fair mix of locations. The producers aim to keep the information as up to date as possible by screening the programmes within a fortnight of the recording. By the nature of the format, each topic can only be given a short time for consideration, and the

choice of topic seemed fairly random.

However each week *Moneyphoner* will look in more depth at one theme. In Telford this was "Making Ends Meet" and here both financial experts and the Citizens Advice Bureau were involved. It was good to see the programme tackling the problems that can arise from having too little money as well as the more usual approach of looking at the problems of having too much!

There seems to be a place for this type of personal finance programme on television, and the immediacy of the roadshow presentation is attractive and lively. Only BBC's long-running *Money Programme* covers a similar area, and this only as one item in a longer programme. With experts on savings and investment, small businesses, pensions, tax, mortgages and debts, the *Moneyphoner* roadshow will provide a useful service to the towns it visits and will give viewers an opportunity to improve their financial information.

Making the text your own

Writing And Listening, Reading, Understanding, Speaking - Diana Bentley on 'Walrus'

SCHOOLS TELEVISION
Walrus
BBC2
The series will return in the autumn term.

This programme is intended for reticent readers between 11-13 years. It aims to encourage pupils to become more confident and more aware of their own communication skills. The title *Walrus* itself is based upon five key words: Writing And Listening, Reading, Understanding, Speaking. In the autumn and spring terms the emphasis was on writing and speaking. This term reading was the main focus of attention. Whereas writing and speaking are active modes of communication and pupils can be assessed by what they produce, reading is a passive and generally silent activity

and the response of the pupils is much more difficult to monitor.

Reticent readers, especially by the time they reach secondary school, rarely pick up a book for pleasure or believe that it will hold much that is exciting or relevant to them. They turn almost exclusively to television for "literary" involvement. A combination in which they are introduced to an acceptable medium (the television) and which enables them to respond to it is therefore of great value.

Anyone confronted by a difficult piece of text begins to read in a different way. Text which is relaxing to read enables the reader to become the characters and to experience their emotions and reactions as keenly as if the events were happening to them. Text which is difficult to read and automatically ensures the non-existence of

active involvement, because the reader's energy is harnessed to decoding the actual words. The events build up so slowly in the reader's mind that any emotional involvement is almost certainly denied.

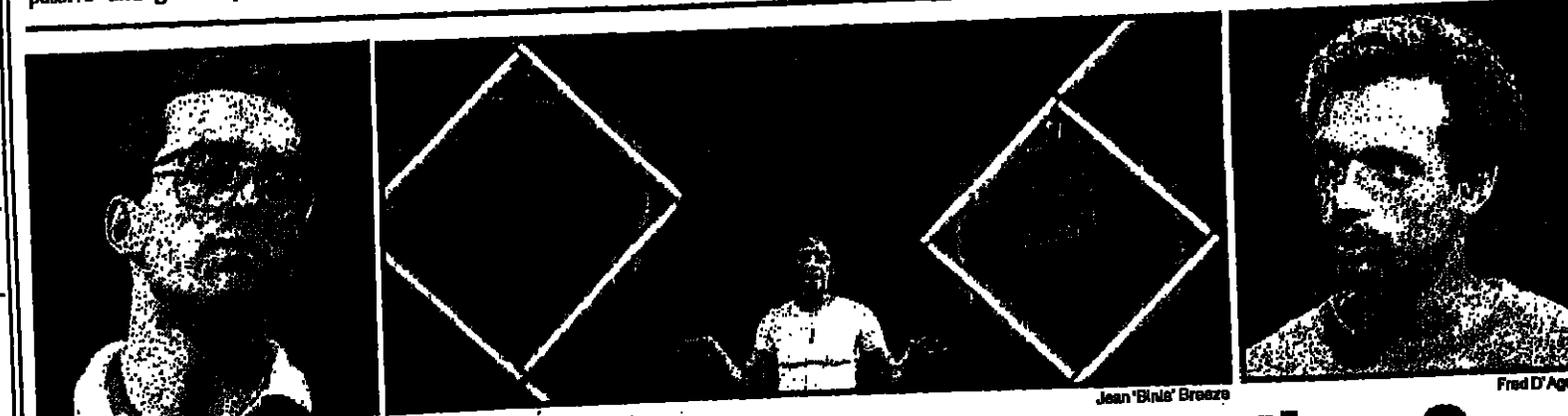
Walrus presented episodes of the book *Losers Weepers* by Jan Needle, but interjected the events with discussion and prediction so that the pupils not only acquired the story quickly but had time to reflect upon the events. In other words, it gave them time to make the text their own. Reading a book was seen to be active, exciting and relevant to their lives.

The programme tries very hard to ensure that talking and anticipating, doing and looking are seen to be just as important as reading and writing. Stepping outside the situation and bringing the pupils' own knowledge and experience to make sense of what

has happened and to guess what might happen is what the skilled reader does all the time.

All too often the weaker reader never gets beyond the words on the page and underestimates the worth of his own contribution. This programme goes far towards building up the reticent readers' self-esteem and offers them the chance to participate in a meaningful reading experience.

The accompanying teachers' notes are clear and informative. They contain pre-programme and follow-up discussion points and a very useful chart for helping with character assessment. The only problem encountered was not that of obtaining copies of *Losers Weepers* (Methuen, £1.25) but of preventing the class from reading too far ahead.



The Eliots and Audens of our time?

Ashok Bery on a new poetry series

Up and Coming
Channel 4
Mondays, 6.00pm

Hyperbole seems to be the trend in recent publicity about poetry. Last year, I remember rightly, I claim in Faber executive appearing that Christopher Reid and Auden of our time (he wisely refrained from spelling out the comparison in any more detail). Channel 4's publicity for its new poetry series, *Up and Coming*, finds evidence of a "renaissance", which, on closer examination, turns out to be the fact that poetry is "back in fashion" - whatever that means.

Up and Coming is, though, an entertaining enough series dealing with six young poets - Reynolds, Ian McMillan, Liz Lochhead, Damian Gorman, Fred D'Aguiar, and Jean "Blair" Brezza. Each programme in-

ing with an interview in which the poets talk about why and how they started writing, the kind of poetry they write, and the themes that preoccupy them. The diversity of the poets' origins - Wales, Scotland, Guyana, Jamaica, Ireland and Yorkshire - is amply reflected in the poems they read. Among other things, these poems deal with the miners' strike, IMF aid to Jamaica, and the Welsh valleys.

In the opening programme, the Scottish poet Liz Lochhead puts on a lively performance of her witty and acute feminist poems, and speaks about her desire to open up womanly values in everyone, to break down the "beer-swilling, mad, macho, Jack-the-lad-Glaswegian-drunk image". She is interesting also on the different personae she tries to create in her poems, and on the process of writing. Like several other poets in the series, she thinks it important that more and more people should try to write.

Ian McMillan, too, is a fine performer of his own poetry, and in fact spends much of his time reading it in schools and elsewhere. This emphasis on performance, which seems to be one of the main criteria underlying the series, is also one of its main limitations. It leads at times to a disappointing thinness of texture, with linguistic

resonance and complexity sacrificed to easily comprehensible entertainment. Nevertheless, it's good to see that Channel 4 is continuing to devote time and resources to poetry. Recent programmes such as *Tongues of Fire* and *A Sense of Place* have been valuable efforts to find new ways of presenting poetry on television.

4 Titles Available For Recording From Sunday 22 June 1986

Approximate Transmission Times.

Sunday 22 June	5.15 The Future Of Things Past: Folk Calendar Fee Code C	Thursday 26 June	8.00 Too Hot To Handle Fee Code C
Monday 23 June	7.15 Spirit Of Whilby - Repeat Fee Code C	Saturday 27 June	6.00 Right To Reply Fee Code A
Tuesday 24 June	6.00 Up And Coming Fee Code B	For more information contact:	
Wednesday 25 June	10.00 Open The Box Fee Code B	GUILD LICENSING	
8.00 Blood Of The British - Repeat Fee Code B (9723) 316215		5 Bress Road	
8.30 Directors Reports Fee Code B		Peterborough PE1 5YB	
		Late Changes (9723) 316162	(9724)

edits

TEENAGE CONCERNS
Politics, social care, nuclear catastrophe, work, friendship and love are topics covered by "Winners", a series of films aimed at young teenagers. Made by Australian Children's Television, the series is now available in this country on video and is recommended by the publishers for use with classes of 9 to 15-year-olds.

The films include a range of comedy, adventure, fantasy, science fiction, historical drama and social realism, but their common theme is "one of young people winning over their circumstances".

The videos cost £19.95 each. Further details from Trimedia Study Oxford Ltd, Oxford Polytechnic, Wheatley, Oxford.

PENIEL ACADEMY
This 40-minute video emphasizes the responsibility of Christian parents. What are parents prepared to sacrifice for their children? What is a Pastor prepared to provide for the children in his

congregation?
The answer Peniel Academy provides is not given as a blueprint for others to follow. Rather, the video serves as a catalyst for those Pastors and parents who think there is no viable alternative to State education.

Through interviews with the staff, parents, children and the DES (who have granted the school full recognition), the video shows how the school functions socially, academically and spiritually.

"A Miracle in Education", VHS and Betamax, £15 plus £1.70 p&p, from Peniel Bible Assembly, 49 Coddle Green Road, Brentwood, Essex CM14 5PS.

Classified Advertisements

Index to Appointments vacant, Wanted and other classifications

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Headships

Other Appointments

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Holy Family Pre-
407 Roman Road,
Oldham O.L.S. 5PY.
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 Lane, Oldham OL4 2ER
 on 1 July, (19852) 110022

SCALE 1

the Governors invite applications from practising public teachers for a 3/4 class. Ability to use a musical instrument will be desirable.

Application forms (see) Rev. Father M. O'Keefe, Chairman of Governors, Curr Lundy's Freshwater, Turf Pit Lane, Moor, Oldham OL4 2ND, reliable to him by 7th July.

110022

NTS

NTY COUNCIL

NATIONAL DEPARTMENT
 FRANK'S (VOLUNTARY
 JUNIOR AND
 INFANTS SCHOOL
 Staff: Mr Ym Meachain
 hired for September,
 a Grade 1 Infant Teacher,
 to offer music and have a
 knowledge of Welsh. Visits to
 school welcomed. Practi-
 cally a member of a Christian
 Church preferred. (Ref: 175)
 Application forms available
 at the Director of Education,
 Llandeno, Spen Road, Llan-
 dano Wells, Powys LD 25A.
 All completed forms
 should be returned by 7th July,
 1968. (16482) 110022

**METROPOLITAN BOROUGH
OF LEFTON
EDUCATION COMMITTEE
MRS. MARY
LEFTON JUNIOR SCHOOL
15 Ashurst Lane, Liverpool
L15 2JL**

ADVERTISEMENT

Teacher (Scale 1) for upper
years required. Applicant
must have experience of, and
understand the teaching of
English, Maths and P.S. through-
out of s.s.e. to the
junior age range.
Application forms and further
details are available, of
a set of s.s.e. from the
headteacher of the school, if
the completed forms must be
returned by 2nd July 1986.

**EQUIVOCAL REFLECTIONS
RED. (11354) 11002**

SECONDARY HEADSHIPS continued

DURHAM COUNTY COUNCIL
PETERLEE TERTIARY COLLEGE
Please see main advertisement for details of the post and salary. (17525) 130010

HERTFORDSHIRE

Please see main advertisement for details of the post and salary. (17525) 130010

Deputy Headships

Second Masters/Mistresses

BERKSHIRE

LITTLE HEATH SCHOOL
Reading, RG2 9AT
Required for January, 1987. The Headteacher is a full-time post, with a range of senior staff responsibilities. The successful candidate will be responsible for the day-to-day running of the school, and will be expected to lead by example. The successful candidate will be expected to lead by example. The successful candidate will be expected to lead by example. (17525) 130010

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BUCKINGHAMSHIRE

Equal Opportunity Employer
The County of Buckinghamshire is seeking a Headteacher for a secondary school. The successful candidate will be responsible for the day-to-day running of the school, and will be expected to lead by example. The successful candidate will be expected to lead by example. The successful candidate will be expected to lead by example. (17525) 130010

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DUDLEY METROPOLITAN BOROUGH

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ile Inner London Education Authority

HEADSHIP

Haverstock (Mixed Comprehensive) School
Crosland Road, Chalk Farm, NW1 8AS
Applications are invited for the headship of this school which will become vacant on a date to be arranged following the appointment of the present headteacher, Mrs V. Jenkins, to the Authority's Inspectorate. Roll 959 including 26 pupils in the partially hearing unit. Burnham group 11, plus Inner London allowance, plus £201/276 social priority allowance.

Please send photocopy of application form and further details to Education Officer, PER/PS48(TS), Room 262a, County Hall, London SE1 7PB. Closing date for the return of completed forms 11 July.

ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER

Leicestershire HEADTEACHER

Redmoor High School, Hinckley
Group 7

Applications are invited from suitably qualified and experienced teachers for the post of Headteacher of this 11-14 High School with approximately 462 pupils on roll (Sept. 1986). This post is available from 1st January 1987.

Application form and further details from Director of Education, County Hall, Glenfield, Leicestershire LE3 8RF (SAE please) to whom application forms should be returned no later than 11th July 1986.

EQUAL OPPORTUNITIES POLICY: Applications are welcome from people regardless of their race, ethnic origin, religion, sex, marital status or disability. Disabled applicants will be given special consideration. Applications should be sent to a recognised agency or a D.O.

WEST GLAMORGAN County Council

SECONDARY DEPUTY HEADSHIPS

Applications are invited for the following posts to commence in September 1986 or as soon as possible thereafter.

Langatwog Comprehensive School
Cadoxton, Neath. (Mixed) (1110 on Roll) (Age Range 11-16)

Deputy Headteacher
for this Group 11 School. The successful candidate will be a member of the Senior Management Team and have particular responsibility for curriculum development and time-tabling. (Post Ref: 86.16.86)

Morrison Senior Comprehensive School
Hwl Mass Eglwys, Morriston, Swansea. (Mixed) (1060 on Roll) (Age Range 13-18)

Deputy Headteacher
for this Group 12 school. The successful candidate will be Head of the Lower School, which in the future will include years 1-3 and he/she will be expected to play a major role in the Senior Management Team. (Post Ref: 91.16.86)

Sandfields Comprehensive School
Southdown View, Sandfields, Port Talbot. (Mixed) (840 on Roll) (Age Range 11-16)

Deputy Headteacher
for this Group 11 school. Applicants should be experienced teachers with a proven record of success. The post offers scope for a person possessing energy and imagination, particularly in curriculum development. (Post Ref: 1.16.86)

Dw-y-Falln Comprehensive School
Dw-y-Falln Road, Neath. (Mixed) (1230 on Roll) (Age Range 11-16)

Deputy Headteachers
for this Group 11 school (Post Ref: 98.16.86)

Application forms and further particulars for the above posts are available upon receipt of a large stamped application envelope, from the Director of Education, Personnel Section, West Glamorgan County Council, County Hall, Swansea SA1 3SN.

The CLOSING DATE for receipt of completed applications is Thursday, 3rd July 1986.

THE TIMES EDUCATIONAL SUPPLEMENT 20.6.86

SECONDARY REMEDIAL & SPECIAL NEEDS continued

BARNET LONDON BOROUGH
Comprehensive mixed, 11-16. Roll: 800. Headteacher: Teacher for Remedial Education/Special Needs. (17525) 130010

EAST SUSSEX

HOVE PARK SCHOOL
Newell Road, Hove BN1 7BN. (11-18)

Required for September 1986. The Headteacher is a full-time post, with a range of senior staff responsibilities. The successful candidate will be responsible for the day-to-day running of the school, and will be expected to lead by example. The successful candidate will be expected to lead by example. The successful candidate will be expected to lead by example. (17525) 130010

DEVON COUNTY COUNCIL
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MATHEMATICS TEACHER (Scale 1). She or he should be able to teach Mathematics to 'O' level. The Lower School is taught on a mixed ability basis through an individualised learning programme.

REQUIREMENT OF SEPTEMBER 1986 -

A PART-TIME TEACHER OF ENGLISH is sought to teach (10.4) of a timetable. (Scale 1). Candidates should be qualified to teach across the age range as required. The successful candidate will be able to teach the subject across the full age and ability range including 'A' level. She or he will be expected to play a full and positive role in the development of the Department.

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PREST

EXTRA

Confused definitions

Richard Evans surveys new materials

The Life Skills market among publishers has heated up over the last year. By now numerous brochures and catalogues will have arrived on the desks of teachers and college lecturers. Many publication lists will be thrown straight into the nearest wastepaper basket, but the discerning reader will notice the attempt by some publishers to explain and articulate their definition of life skills. But the question still remains and is evidenced in these colourful, glossy and sometimes tempting catalogues: What is life skills?

Is it pre-vocational and vocational education, is it careers guidance, is it counselling, is it social studies, or is it personal and social education? These are all titles taken from current catalogues and they give some indication of the huge disparities in the life skills market. Some consider life skills to be narrowly concerned with social attitudes and behaviour or more specifically concerned with the hidden curriculum of the school - attendance, punctuality, tidiness, and uniform in those schools still uncertain as to what image they should be presenting. This unfortunately is the limited purpose of much of the personal and social education or the pastoral curriculum (a greatly abused and misunderstood area of the school curriculum) that comes under the umbrella of life skills.

The confusion over the publisher's definition of the term raises serious questions as to the purpose of life skills on the school and college curriculum, because this same confusion abounds within educational institutions. If we take life skills to be a means of coping with the transition to adulthood and a way of understanding the complexities of human relationships, then it is both specific and all-embracing. This I find a more constructive interpretation of the term.

CRAC Publications are a good example of how publishers can improve their approach to life skills. CRAC has long been associated with worthy yet rather dull careers books, pamphlets and materials, although they have also been producing the successful *Life Skills* series since 1978. Their *Survival and Job Skills* series, which began in 1982, was a major development in the life skills market.

As life skills has been incorporated into the examination system, publishers such as CRAC have broadened their base and, what is interesting, are

appealing to a wider market. This market might in crude terms be called "cross curricular" in the sense that mainstream subject teachers are being targeted. The informative, attractively produced *Finding Out* series, covering an eclectic range of issues from advertising and drugs (see picture) to drinking and driving and, soon to be published, information technology and the aptly-timed nuclear energy booklet, will act as science and general studies resources.

The new *CRAC Studies* pack from CRAC, although aimed at the pre-vocational market, is also eminently suitable for teachers and lecturers who wish to introduce topics that will aid students in preparing for jobs, training and the adult world. This interpretation of life skills, which the Further Education Curriculum and Development Unit says is "the development of the capacities required to make a success of adult and working life in general", is so broad as to cover every aspect of learning. In this sense, then, the entire curriculum is seen as being concerned with life skills.

Trotman's, although known for their careers guidance and further and higher education titles, do have a

substantial input into life skills publishing as well as acting as a specialist book service and consultancy. Jane O'Reilly of Careers Consultants, who publishes for Trotman's, says that life skills is one of their fastest growing areas.

Although their publications are mainly aimed at schools and colleges, Trotman's would like to interest careers officers (given the now broader concerns of careers education and guidance). Their useful *Exercises in Social and Personal Education* covers a range of issues such as relationships between customers and employers, attitudes towards dress and appearance, and myths about sex stereotyping. Two computer programs make a welcome addition to discussions on a range of social issues: *Choices* uses teenage dramas which can be developed by the student, and *Money-plan* aims to help school leavers and young people starting further education or employment acquire "the basic life skill of money management".

Heinemann has entered the pre-vocational market with their successful *Pre-Vocational Core Studies* series which cover a range of tasks and situations that are realistic and practical for pre-vocational 16-plus students. The bank of 100 copyright-free assignments has now been published and it interprets life skills as personal and career development, creative development and practical skills - such as one that does not immediately spring to mind, that of developing black and white film negatives. The series could be used with most pastoral type curricula from 14 upwards.

Life skills as social and personal development, effective communication, preparation for work and study skills are well covered by Collins. The new *LifeLines* series directed at 11 to 16-year-olds of all abilities covers topics on personal relationships, social and health education and study skills. What is interesting about the series is that the second book covers controversial issues such as vandalism and animal rights.

This is an attempt to encourage students to think, consider and argue about awkward moral issues. I have no doubt that some teachers would say that is social studies - but what is social studies if it does not help students to relate knowledge to human situations? In other words, another version of life skills.

Life skills teaching has existed in one form or another for decades. What is different is that the market has expanded during an unprecedented growth in youth unemployment while at the same time there has been a rapid growth in new courses and training. The real difficulty with the teaching of life skills is that, as Jean McNiff (a CRAC author) has said, "the implications for teaching can be unsettling". Life skills is to do with reality and not just abstractions.

The critics of life skills who argue that it is merely a form of new vocationalism have a valid point unless life skills is involved in active learning. Too often life skills teaching avoids the process of learning for the simple gathering of information. Many of the publications mentioned here include simulations, games and activities that involve teacher/student interaction. The difficulty is in helping the practitioners realise that life skills teaching cannot be properly executed unless that interaction actually takes place.

Routes To Work is more specifically aimed at school and college leavers, emphasizing "the growing need for young people to be open-minded and flexible in their approach to job opportunities". Critics might suggest that this is an unacceptable face of life skills teaching in that mass youth unemployment lowers the expectations and self-esteem of young people. One answer to this is that life skills teaching can contribute to people exercising their rights more effectively, understanding bureaucratic processes better and being generally more able to help themselves.

Sally Taylor of Cambridge University Press sees the options and modules within new courses and examinations as an opportunity for new titles and this is reflected in CUP's latest vocational and pre-vocational education catalogue. "Though again, what might be considered as a social studies series, *Modern World Issues*, will include themes in future publications such as communications and the media, health and gender.

Stepping Out is on more familiar life skills ground, "addressing the problems faced by adolescents entering the adult world". Other publishers such as Macmillan and McGraw-Hill have extensive life skill lists which reflect the competition in this area of the educational market.

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The group of 14-year-olds had been listening with considerable interest to the man from the local authority housing department. He had been invited by the pupils to tell them about council houses - how to qualify for one, maintenance costs, rights and responsibilities of tenants, how to buy one. He spent some minutes outlining the advantages of renting local authority housing, and asked for questions. One boy, brow furrowed but determined, raised his hand.

"Does that mean," he asked, "that if our doors are blocked, we'd get constipation?"

While Mrs Malaprop may have applauded this question, it did highlight an important aspect of life skills - that of financial awareness, and a motivation to seek advice from appropriate people.

The term "life skills" needs some analysis. It has become a motley collection of jargon, some would say, of pupils. If a course has to do with "life" there are three prerequisites: that it is based on direct experience and not second-hand content; that its concerns are firmly rooted in the immediate, contemporary world of the participants; that it can provide a preparation for their future.

As far as the "skills" epithet is concerned, these should foster not just disparate and discrete abilities, but should derive from those associated with social education in its widest sense. These skills have been identified in "Social Education - Notes towards a definition" (Jordanhill College of Education) as follows: coming to terms with yourself; coming to terms with other people; developing concern for others; developing powers of education, decision-making, initiative and commitment.

There is a clear progression from the first to the last. Some people may be surprised to see "skills" defined in this way, since they are couched in such affective language. An alternative word would be "processes", with its notion of skills and aims married together.

A life skills course, then, must concern itself with experiences and activities that have relevance both now and in the future, with doing and feeling more paramount than knowing, and where the active involvement of participants is stressed. In Scotland, one of the most ambitious attempts to weld these elements into a distinct course has resulted in the Standard Grade Social and Vocational Skills Course - Soc and Voc or S & VS for short. The basis of this course is on learning through experience. Indeed, while individual schools have the freedom to devise their own experiences, certain ones are compulsory for all, viz: work experience and/or community service placement and/or residential stay; making an item and/or providing a service; helping to organize and taking part in a community event;

To do with life

David Carson on the Scottish Social and Vocational Skills Course

taking part in a leisure activity in a structured context; taking part in cooperative activity.

That these are designed to promote the processes already referred to will be obvious; and some reflection will suggest activities that can help to sustain the process. But before considering these another, even more crucial, aspect of S & VS should be examined.

In common with other subjects in the standard grade development, all Social and Vocational Skills courses have to be moderated. There is not a great deal new in this procedure - after all, CSE Mode III teachers are familiar with it, and Modules in the 16-plus Action Plan are likewise subjected to moderation. However, teachers of S & VS must not only submit details of the experiences and learning outcomes associated with them for moderation (and their period), but they must also declare the learning and teaching approaches to be used. And furthermore, the majority of these approaches must be pupil-centred.

This is both inevitable and essential. You cannot develop powers of initiative in pupils if they do not have the opportunity to take decisions. You cannot encourage a sense of responsibility if pupils are not allowed the freedom to be responsible. You cannot expect pupils to share in the creation of a course if all the avenues of activity have been predetermined. Therefore features of the learning contexts of S & VS will include group discussion, practical work, open-ended activities, the setting of realistic targets, and the reinforcement of skills.

Mention has been made of learning outcomes. These help to give focus to the experiences, but they must arise naturally out of them. Some examples will make the link obvious: interpret and complete a form (in relation to a job application, or to book a party into a Youth Hostel, etc); write and post a letter reputed to an S & VS activity (a request for prices of material, or to

invite an individual or a group to the school, etc); prepare a meal (in connection with an OAP's lunch club, or during a residential stay, etc); use banking facilities (during the organization of a specific event, or as part of the ongoing financial activity of the S & VS course); prepare for and have an interview (obviously as part of work experience, but also for a post, for example, in a course mini-company) shop for the family and school using cash (as part of the community event, or the provision of a service, etc); carry out value-for-money comparisons (during the manufacture of items or prior to the residential stay, etc).

These learning outcomes represent a small cross-section of the total. Allied to activity-based learning, they can enrich the experiences. One such activity which has proved a strong motivator and a successful vehicle for both experiences and learning outcomes is the mini-company. A notably successful one is vividly described by Maureen Rowney on page 51.

This account is all the more interesting because it emphasizes the teaching approaches that were developed - team-teaching, decision-making, cooperative activity, delegation of responsibility. These epitomize not just the successful S & VS Course, but any valuable and worthwhile life skills course.

The "Arrangements" document in S & VS, issued by the Scottish Examinations Board, amplifies the context and the aims of the course, and the way in which it "identifies and develops the range of life and social skills necessary for pupils to make their way in society". It extends, usefully, the idea of practical skills into areas such as organizing time and resources, and managing money. Many of the experiences make demands on pupils to develop a responsible attitude to cash, by keeping financial records and profit-and-loss accounts, by encouraging wise spending and careful shopping around. The potential has not been lost on banks and building societies, many of which are keen to provide resources, advice and personnel to establish banking facilities within schools.

At the end of the day, however, life skills should not be interpreted only in such notes and coins terms. Social and vocational skills are an integrated course, and one which can readily be adapted to suit the needs of TVEI, Enterprise Education et al. It is concerned with personal development in a whole range of practical, affective and attitudinal areas, which affect not just the pupils but their teachers as well. Experiences of the course suggest so far that, while compensation of the kind alluded to at the start of this article is not yet forthcoming, it is there in abundance in terms of professional development and job-satisfaction.

David Carson is Deputy Rector, Perth High School; Convenor, SEB Panel on Social and Vocational Skills.

Drug wise

Barrie Hopson on the development of a new pack on drugs

something seems not to be enough, and approach can even attract some anti-authority youngsters. Perhaps the major approach to date has been that of "Just give them the facts". But simply giving information in a classroom is not more effective in drug education than it is with other parts of personal and social education.

It was decided, therefore, to use a Lifeskills approach. People are more open to experimenting with any drug if they have low self-esteem, do not know how to say "no", are ill-equipped to make informed decisions or to collect and assess information. Materials have been produced to enable students to develop these skills, but at the same time to look critically at the mixed messages in society, discuss the politics around drug provision (eg the influence of the tobacco lobby), examine cultural differences towards the

use of drugs - cannabis use in the West Indies, alcohol abuse in the UK and its ban in Muslim communities, smoking cigarettes as a social pastime in groups, coffee mornings, glue-sniffing groups, cannabis parties, etc. The materials are linked to the formula:

PEOPLE + DRUGS + SITUATIONS = CONSEQUENCES

The ISDD evaluated the piloting of the materials in schools and colleges and have written a Curriculum Guide which deals with the issues revised for staff, students and parents when introducing drug education.

TACADE have produced a training manual designed to help teachers use the materials with a group. It also provides designs for staff development workshops in preparation for a "Drug Wise" curriculum.

The entire pack will be published in the autumn for around £25 and can be purchased independently from all three agencies. We do not expect these materials to prevent the use of all drugs, indeed, some drugs are extremely useful, for example, for medical purposes. Our intention is to make sure that young people develop their own opinions, based on accurate information, and are providing with the skills for implications between legal and illegal drugs are outlined firmly but the confusions, mixed messages and social hypocrisies are highlighted too.

Dr Barrie Hopson is a director of Lifeskills Associates.

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7 Pleasure

8 Search for self-knowledge



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Polarization continued

Secondary Schools" identifies four kinds of achievement that should be the aim of the schools' educational programme. The last two are about personal and social skills and qualities. Those qualities would include the understanding of oneself and of others, the sense of personal worth and of dignity that such knowledge should engender, the confidence to engage in different forms of enquiry, the strength to persevere when things get difficult, the formation of defensible principles of conduct, the responsibility to take on tasks and to be trusted, and so on.

Such qualities do not necessarily require a different syllabus. Indeed, they would require the resurrection of courses in, say, the arts and the humanities that (concerned though they are with the exploration of human feeling and relationships) have too often become submerged under the so-called work-related curriculum. Rather do they require a fresh look at what has traditionally been taught and a check to see whether these subjects do, for most children, live up to the liberal ideals of enhancing the powers of the mind and of refining the life of feeling. There is also required a close examination of the methods by which the subjects are taught and the relationships by which we introduce the pupils to these explorations of self, of others, of society, and of different kinds of problems.

There are enough examples now of this reconciliation between a recognizable educational tradition on the one hand and the pursuit of personal development on the other. These examples need, however, to be broadcast more widely if employers are to recognize these achievements, and if schools, not mistaking personal skills for personal qualities, are to help with the personal development that the preparation for the world of work requires.

Professor Richard Pring lectures at the University of Essex School of Education.

Camouflaged joblessness

Preparing pupils for the big world outside the school gates is one objective of life skills classes, and that includes the reality of life on the dole. Richard Jenkins and Susan Hutson of the University College Swansea are among the first to investigate the effects of youth unemployment on family values and attitudes. After questioning unemployed youngsters, their parents, school pupils and FE college students in Swansea the researchers found that, although it caused moral as well as social dilemmas, the problem was largely camouflaged by the families themselves. As Richard Jenkins explained, "It is as though the unemployment of proud, articulate and persevering youngsters is invisible, hidden by respectable families and YTS schemes."

Despite this, 75 per cent of the boys and 62 per cent of the girls questioned felt that unemployment had directly caused family tensions. For youngsters, the problem was mainly shortage of money. But their parents viewed it as a moral dilemma as they found themselves trapped between cushioning the effects of deprivation and fostering their children's independence. Calling subsidies "loans" and accepting weekly payments for "keep" were some ways towards restoring the effects of deprivation and fostering their children's independence. And some families even established "robbery Peter to pay Paul" type loan networks whereby the youngster borrowed from one parent to repay an earlier loan to the other. On the other hand, parents did not want their children to be too comfortable on the dole. Needing money is an incentive to get work. As one father put it, "I keep him a bit hungry".

Providing gifts in kind and lavish birthday or Christmas presents were acceptable, however, because they were not cash transactions. For many parents, giving such treats were a

means of ensuring that their children had something to look forward to, so that they didn't drift into a downward spiral of apathy, drugs and crime. Such an approach obviously works. All the youngsters questioned were happy to remain in the parental home rather than set up on their own in a flat with unemployed friends. A major contradiction emerged during the research regarding the actual cause of unemployment. The problem in general was blamed on a number of controllable events such as regional deprivation or government policies. But reasons for their offspring's joblessness were voiced in wholly personal terms - lack of qualifications, or an inability to accept discipline. Richard Jenkins speculates that the personalization of the issue is a perverse recognition of the difficult employment situation locally. "The stark realization that there simply aren't enough jobs may be too much to bear when it's your son or daughter who is the victim".

School pupils will be sorry to learn that unemployment also puts a damper on youngsters' love lives. Courtship and marriage plans, for example, were interrupted. With far more boys unemployed in the area than girls the boys questioned found it embarrassing to be asked to go to a disco with the occasional visit to a disco when the benefit cheque came in. But marriage, as 18-year-old Peter Davies' mother admitted, is no easy option for these youngsters. They could they ever get married? They would have to live together so he'd get his dole and she'd get her. It would have been shameful years ago. But today they have no choice.

Iola Smith

EXTRA

I do, I understand

Tony Kidd on active learning

Many of the educational initiatives of recent years (CPVE, TVEI, YTS, GCSE) have carried with them the corollary of changing teaching techniques. Thus, we encounter independent and open learning, individualized and personalized learning, pupil-centred, experiential, participatory and active learning.

Life skills, and its methodology, have been an integral part of many of these developments, for it is embraced by what we most commonly call active learning. Active learning involves us first in thinking about how far our students should take an active and participatory role in the learning process (ie learning by doing); and second, how far they should control the curriculum and its outcomes (ie learning through control).

The two processes of participation and control are distinct because it is perfectly possible for the teacher to retain control over the structure of the lesson and its outcomes, while, at the same time, encouraging the student to be active, for example, through a carefully structured question and answer session, and many of the educational games. However active learning demands of us a willingness to encounter both processes in our teaching.

Jerome Bruner, pointed out that



children learn through the use of words and language, and Bruner calls this the symbolic mode; through visual and other sensory organs (called the iconic mode); and through action (the enactive mode). We combine these modes of representation in our teaching but we may choose to emphasize particular ones. Active learning strategies might include project work, simulations, role play, drama, buzz-groups, surveys, work experience, work shadowing, and so on.

The active mode contains radical implications for the traditional role of the teacher, for it challenges the model of teaching in which the teacher assumes the role of expert who dispenses knowledge to the class transmission model. The formal lecture is the extreme expression of this.

Active learning replaces transmission with student discovery. It asks us to surrender our assumed expertise in our subjects in deference to the learning process of the students. The teacher becomes a facilitator of the learning process rather than an authority on the subject matter.

Not surprisingly, many teachers feel threatened by, or at least uneasy with, these ideas. For the teacher is, in effect, releasing to the student some control over the curriculum.

We can draw a continuum between teacher-controlled transmission methods on the one hand, and student-controlled learning methods on the other. The central issue is one of control, and the balance of that control as between teacher and students. Active learning leans toward the student-control end of the continuum, and we therefore expect student participation not only in talk and activity, and in discovering knowledge, but also in influencing the organization and outcome of that knowledge.

When a student adopts a participatory role in the discovery of knowledge, we may think of one expression of this as experiential learning. This can take the form of, for example, work experience schemes, and perhaps work shadowing techniques where the student is attached to a worker for a period of time. Indirect techniques provide a "second-hand" familiarity of the experience, achieved through, for example, simulations, role-play exercises, and games.

When, on the other hand, we are prepared to grant to students some

influence over the organization and outcome of knowledge, then the problem of control comes to the fore. In terms of the content of the curriculum, this can be expressed through the principle of curriculum negotiation in which techniques such as brainstorming, discussion, questionnaires, and interviews are used as devices for arriving at an agreed-upon programme.

We may also want to acknowledge that the student should have some control over the outcome of the learning experience. This means not pre-termining goals or objectives in advance but allowing students to influence its direction. An example of such an open-ended curriculum is Stenhouse's Humanities Curriculum Project which maintained that since social issues are not subject to conformity of view, and since there cannot be complete agreement over the content of the curriculum, the teacher should adopt the role of "neutral chairman" in order to encourage diversity of view and maximum control by the students of the learning outcomes.

Active learning is a process which invites the student to adopt a participatory role in the learning process, and to exercise some control over the organization and outcome of the curriculum. That control can, of course, be extended into assessment procedures, as in some types of profiles.

It has often been argued that as a consequence of active learning methods students have a better motivation to learn and reach a more effective understanding. The old Chinese proverb, therefore, may contain some truth: "I hear and I forget, I see and I remember, I do and I understand". An enquiring classroom is one where the teacher is a co-learner and prepared to negotiate and exchange power with the students. Students are required to learn how to take decisions and to assume responsibility for those decisions. "Central to the concept of life skills learning is the belief that each of us will benefit from 'owning' our own development" (B. Hopson and M. Scally - Life Skills Teaching, McGraw-Hill 1981). This cannot be transmitted, it has to be discovered.

Tony Kidd is Head of the social science division, Worcester College of Higher Education.



Process over product

Derek Paget on profiling

The publication of the DES policy statement *Records of Achievement* in 1984 signalled official government commitment to the system of portraying students known as "profiling". A profile is an extended student-portfolio, making use of far more detailed information than is the case with traditional methods of reporting and recording student progress and achievement. In fact, strictly speaking a profile should not be seen as a way of assessing at all, being originally intended as a means of humanizing and individualizing reports on students.

Profiles are part of a widespread postwar desire in education to stress process over product. To some degree, the profiling initiative shares in this philosophy (which is also the philosophy of social and life skills). Priority is given to interaction and negotiation, rather than taking a judgemental approach.

The earliest manifestations of what has become known as "the profiling movement" were mainly *ad hoc* local initiatives with less-able pupils (a key example being the pioneering work of Don Stansbury in Wiltshire). In classic case of "bottom up" educational innovation, these local efforts have been thrust into the national forum.

The economic and social pressures of the late 1970s, and especially the rise in youth unemployment, have given the movement the position it now occupies at the centre of educational debate. For some time now high priority has been given to alternative means of reporting and recording in virtually all MSC and DES inspired vocational and pre-vocational initiatives. A life skills philosophy can often be seen operating in other aspects of these innovations, and but especially so in the means they choose to record, or report upon, the endeavours of their students.

In order to get the information needed for the more detailed profile, techniques devised through social and life skills and active tutorial work are often used. Such techniques extend a student's active role in his/her education: they put the teacher in the role of facilitator rather than controller, a role which many of us came into education hoping to fulfil.

It was the ability of profiling to motivate less-able students which attracted it to the DES's attention in the first place. Through the stressing of positive aspects in a student's performance (and not necessarily in an academic sense), the student's self-

EXTRA

Enterprise Education began in Holy Rood High School, Edinburgh with twelve mini companies, two hundred pupils, and eight teachers. It was hoped that the skills the pupils would acquire would be relevant and useful to life after school and more important that the pupils themselves would see the relevance of such skills. The question "why are we doing this?" had to have an answer which they could perceive to be both truthful and related to their needs.

The general aims of the mini company course were to teach pupils to communicate well, to master practical skills, to solve problems as they arose and to learn to make decisions. A multi-disciplined team of volunteer teachers adopted changes in teaching style necessary to carry out these aims. What was not initially recognized was the profound effect this would have on teacher-to-teacher and pupil-to-teacher relationships.

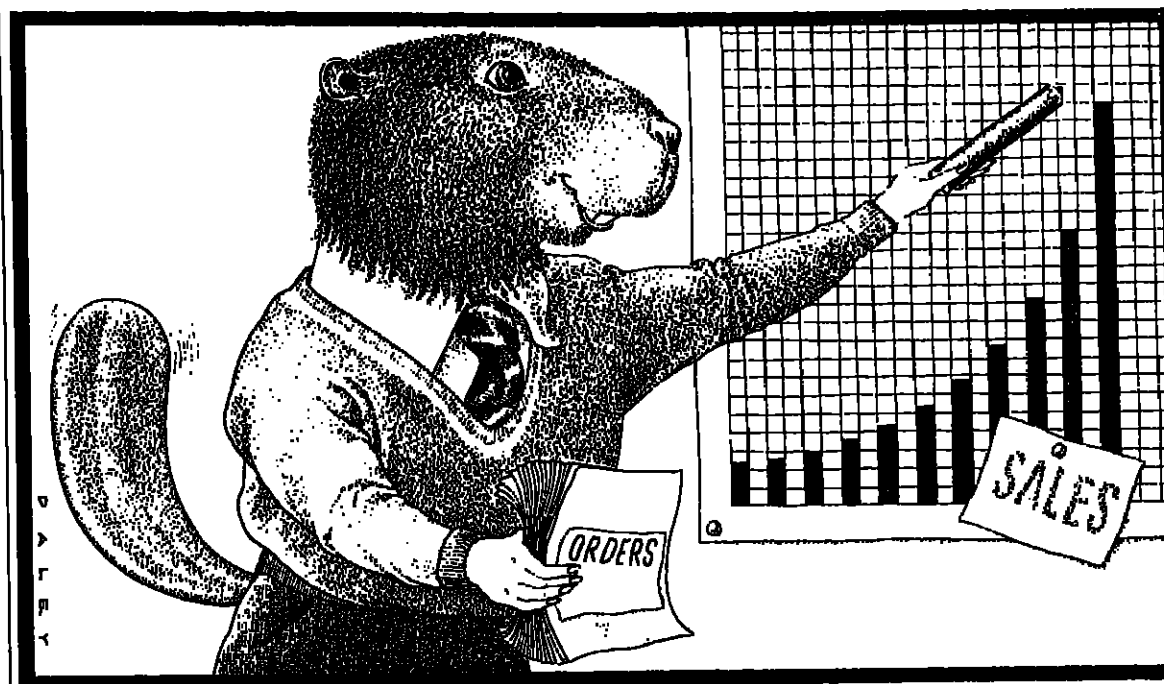
The team drawn from such diverse areas as Drama, Home Economics, Craft and Design, History, Business Studies, Geography, Guidance and English launched the course with our mixed ability groups. We shared first our physical and mental exhaustion. Teaching pupils to accept responsibility means saying, for example, "This is how a Board Meeting is run - the elected Managing Director takes the chair, the Minutes Secretary takes minutes and everyone speaks through the Chair in turn and then sitting back and listening to the chaos until the pupils themselves realise that they are not making progress unless they are willing to listen to each other in turn."

This was a difficult and tiring process. Teachers accustomed to a more traditional and authoritarian approach had to find the courage and confidence to let go and allow the pupils to make their mistakes and work their way through to more responsible attitudes.

Mini companies are practical; the pupils design, make, sell items and collect cash. The written work which accompanies these tasks can be onerous. It can either be ignored using the excuse that it's a practical course and the kids hate writing; or it can take over and become a "how to run a mini company - worksheet 38" operation. The pupils produce a high standard of written work if they can see that it has tangible results, whether it can be filling in an application form to join the company or making up a sales chart to show to their shareholders. They take pride in their written work when praise is given not just by teachers but by fellow pupils.

Various means are employed by those whose handwriting is poor: from producing work on home computers to persuading our auxiliary to type for them. The one aim is to produce work of as high a standard as possible. Using fair means or foul does not seem to matter, hinder their progress in handwriting skills, indeed the opposite is achieved, their level of competence increased; only their best was good enough for their company.

As the companies got going members of the teaching team began to pop in to see how other companies were going and it was a natural progression for pupils to ask the nearest teacher for help or comment. "I'll come and help you how to do that" or "You're a business studies teacher, sir, could you help us sort out our balance sheet?" Team teaching meant just that. The group of pupils who will be running mini companies next session have



Company decisions

Maureen Rowney looks at the agenda for Enterprise Education

particular learning difficulties and team teaching in that context will mean staff working together making best use of their talents to bring out the best in their pupils. Subject barriers have long since disappeared with the teachers' own skills and knowledge increasing as well as those of the pupils.

A Home Economics teacher who has learned how to teach letter writing skills or a geographer who has learned the hard way the difficulties of a practical class, are not only wiser but more sympathetic to the problems their colleagues face in other subjects.

It is easy to slip into the realm of educational fairytale on attempting to describe the changes in pupil-teacher relationship that resulted from our enterprise. We have all been to conferences and heard how the problem child disappears when the latest approach in education is adopted. However, it can honestly be said that the responsibility for dealing with the dissenters in the group moved from the teacher to the group. The threats were "You'll not get paid, your shareholders won't get any money back" or even worse "We'll put you out of the company". On a few occasions this was tried and found to be very successful. The lone person in the corridor banished by his group was a sorry sight indeed and came back sheepishly promising to be good.

All along we stressed to the pupils that they were responsible for their own mini companies. The most frequent phrase used was "No, decide for yourselves". Guidance, assistance, oral support were all there, but we were there to advise, not to lead. It was very difficult, particularly in letting them make mistakes meant financial failure.

It has been said that Enterprise in schools should not be allowed to fail financially. The teacher should step in to prevent such failure. However if you promise pupils real responsibility then that is what they must be given. Those of our mini companies which did lose money agonized over their losses but

learned the lessons of the market place. They could identify what went wrong and with hindsight find the solution, which most often was not just better market research or more effective selling but a willingness to put the needs of the group before their own.

'The responsibility for dealing with the dissenters in the group moved from the teacher to the group'

As the orders came in, the companies became busy and the pressure was on to complete sales before the end of term. Subtle changes took place in the relationships. They were harder on their fellow workers than any supervisor or teacher would have been. Company secrets were guarded jealously, the teacher was seen as part of an enclosed circle who were united in their efforts to beat everyone else. The pupils learned to ask each other, not just the teacher, what to do next. They recognized each others expertise. They recognized often the teachers lack of expertise. The pupils knew that they were trusted. They were allowed to go out to do market

research or to buy materials, to make sales as and when was required and they never once let us, or themselves down.

These 14-year-olds reported back to their shareholders, not just on profits or losses, production problems and sales campaigns, but on how they felt about this experience. They said they felt trusted and important. They recognized and liked the change in relationship with their teacher, best articulated by the pupil who confided to his shareholders that his teacher was not as bossy as she used to be.

Most of us involved at the beginning of this scheme perhaps thought that teaching the pupils how to run their own business, or at least to consider that as a possibility for the future, would be one of the specific aims of the course. We have had a small number of youngsters who now have a definite ambition to be self-employed. Roseanna is saving hard for her own hairdressing salon and her father has promised to match her first hundred pounds to help build up her capital. She knows that she must acquire the proper training and although she is one of many chasing few openings she has that extra confidence and clarity of purpose which she had gained from her involvement in the course.

However, now that we are in the third year of the scheme it is clear that it is what the pupils learn about themselves which is most valuable and our Enterprise Education Scheme is in the education through Enterprise category. As Robbie, the Managing Director of the Christmas Cracker Company said "I never knew I could be a leader. It's made me think. I like how you and I worked together on this (sir) and it wasn't just you telling us what to do".

Enterprise Education makes enormous demands on the teacher, but the returns are high.

Maureen Rowney is Coordinator of Social and Vocational Skills and Principal Teacher of Home Economics at Holy Rood High School, Edinburgh. A version of this article first appeared in ABI Money Management Review (No. 16, Spring 1986).

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Front cover of "Over 16", a new lively magazine from National Girobank. The picture is a still from "Natural Born Smoker", a government financed anti-smoking commercial.

"The designations 'formative', 'catalytic' and 'summative' are adopted from Bill Law's excellent book *The Uses and Abuses of Profiling* (Harper and Row, 1984)

Derek Paget is Lecturer on the PGCE social and life skills course at Worcester College of Higher Education

EXTRA

The Health Education Council project, known as *Health Matters*, is designed to provide pertinent materials on health issues for use with YTS trainees. In it the HEC has sought to link MSC's model of personal effectiveness with the acquiring of health skills. In other words to provide a broadly life skills approach, which offers information while inviting trainees to take more charge of themselves and their lives. The team have chosen primarily to focus on promoting and encouraging the skills which YTS have. Their skills come from the wide variety of background and lifestyle and their advantage is that of steady access to young people as they leave school and move towards adulthood — many of them more approachable and more willing to participate in relevant learning than they may have been in their last years of school.

This is a major opportunity that most YTS staff fully appreciate. The necessarily didactic teaching of most classrooms with its emphasis on the teacher and the taught, can be replaced by a problem solving atmosphere and by realistic affective education. The tutor may genuinely be as new to the subject as the trainee. When it's drug education or relationships they are talking about, many young people know at least as much if not more than their tutor or supervisor. Because the YTS has been set up outside the framework of traditional education, it represents a number of new approaches and solutions to the education of young people. The emphasis is on work-based and "hands on" learning, which is much appreciated by trainees; it concentrates on broad based learning and transferable skills, which is different from traditional apprenticeship training. The emphasis on a trainee centred approach (with a re-

YTS health pack

by Christine Beels

viewing commitment from trainees themselves) is different from the remit of most schools and much of industry. All this means that the design and content of YTS materials (not just on health issues) has to be new and very flexible. Flexible in terms of content, timing and adaptability to different groups of youngsters, and also capable of adaptation to regional and/or work related differences.

The topic areas for inclusion in *Health Matters* were selected by staff involved with the YTS back in the spring of 1983 — mainly the newly appointed Staff Training Coordinators at the Accredited Centres.

The selected topics will be new for some people, or they may be topics taught at school. They can now be reappraised — or rediscovered. The YTS years can be an excellent base for the acquiring of skills such as health skills, coming as they do at the time when most young people are wanting to leave the school and move on towards adulthood and adult ways of self directed learning on subjects that are of direct relevance to their everyday lives.

The topics the pack contains are: Deciding about drugs; Taking the strain out of stress; A Shower of ideas on personal hygiene, which includes a booklet called *One to One* of suggestions for staff needing to talk to a young person about their personal hygiene; Get the Message?, a module on health and the media, how to make decisions when faced with a barrage of health messages and Stepping Out which looks at personal relationships.

There is an accompanying handbook for staff, which offers background information on young people in the 80s, and additional suggestions for ways of working with trainees.

Each module contains approximately 14 activities and/or project work for trainees with supporting notes and fact sheets for tutors and supervisors. The project work ranges from designing promotional materials on dental hygiene for pre-school children (an idea first used with YTS trainees in South Sefton, Merseyside) to identifying a reasonably healthy diet of supermarket shopping, to interviewing others in the workplace about stress management. It is hoped trainees will find these activities enjoyable as well as packed with learning, and that the "out and about" nature of much of the work will encourage the active approach that true personal effectiveness is all about.

The supporting information picks up, as was said earlier, on the considerable skills staff already have. There are fact sheets on decision making, assertiveness training, negotiation etc, and the illustrations have been used to emphasize the intentions of the written materials — for example, they show young people working in informal groups with tutor participation — some times in cramped un-conducive conditions. But throughout, we have emphasized that the modules ideally are to be used as trigger and prompt material for "better" (appropriate) ideas from tutors and trainees. We fervently hope all the activities will be adapted, not copied.

The pack has been extensively trialled in workplaces, colleges, Mode A and Mode B schemes, in urban and rural areas across the country. During the two years it has taken to write, trial and reach publication, interest in health has flourished — from mild interest to full appreciation to just what health can involve and include. We hope to convey that good health is not simply the absence of illness — but that it's about well-being.

Christine H Beels is project director. *Health Matters* will be published in September by the National Extension College, price £25.00.



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From "Work Out" — members of a housing co-op

In search of a lamp

Jean Sargeant surveys the contribution of broadcasting

"What have you got on life skills?" I asked my broadcasting colleagues. "Well, that depends what you mean, doesn't it?" said the man from the BBC. "All of Channel 4?" joked the man from the IBA. I felt like Aladdin about to enter the cave in search of the lamp.

Yasemin, a single parent, featured in LWT's *Unemployment Campaign* found no such difficulty in identifying literacy and numeracy as the key life skills in improving her employment position. She responded to one of LWT's public service announcements (made in association with 42 local boroughs and county advice agencies) in which unemployed people were encouraged to phone in and ask for information about education and training opportunities. She stopped being frightened when she "retreated" and everyone counted on their fingers under the table.

Many people define the skills they need in terms of these basic educational requirements and broadcasting's contribution — starting with the BBC's Adult Literacy campaign and building up, on both the BBC and the Independent channels, to include numeracy and a whole range of other basic skills. It has been substantial. It is to their credit that the broadcasters are still looking for fresh ways of engaging a clientele often unreachable through conventional educational channels.

Of course, other target groups are more easily reached; those who are at school or on YTS schemes, for example. Broadcasting has contributed to life and social skills here, too. Central's drama series *Starting Out* is certainly relevant. Yorkshire Television's *School's Out* including self-assessment, managing on a low income, handling an interview and so on, though very different, has some similar concerns. The BBC, moreover, has over the years made a considerable commitment to programming for and about YTS. Series such as *The Life Game* develop this strand, looking at YTS and other life skill packages and exploring themes such as "personal effectiveness" (another name for life skills?). BBC Schools Radio has also been active in this area with series like *Rehearsing for Work*. In addition, the BBC has produced a useful 16-19 Resources Kit which may be borrowed by teachers/trainers of this age group.

The notion of what should be included in the life skills category continues to grow. Thus the BBC's *Micro Electronics in Action* aimed at producing a technologically literate society — a life skill to take us to the future. Similarly, Granada's *Micro at Work* recognized the need for children to acquire a basic understanding of modern technologies and their applications, from robots in factories to computer controlled railway marshalling yards. This notion of technological literacy as a life skill is, though different, linked to the MSC's drive for access to Information Technology which is making itself felt in broadcasts for adults as well as for schools children.

Recent newspaper articles about attacks on young children have given "life skills" yet another, and sinister, meaning. It is no coincidence that Thames Television's *Help!* should recently have launched "Kidscape" — a campaign to encourage children to keep themselves safe from sexual abuse or other forms of assault. "Don't

talk to a stranger", never was good enough.

Many of the parents watching these and other programmes do not speak English as their first language. For these viewers and listeners, as well as for many indigenous Brits, an improvement in English underpins any hope of future learning initiatives. Thus, the BBC's *Switch on to English*, made with consultants from the Industrial Language Teaching Unit, aimed at helping viewers improve their use and comprehension of English through specially formulated language games in topics often covered by popular television.

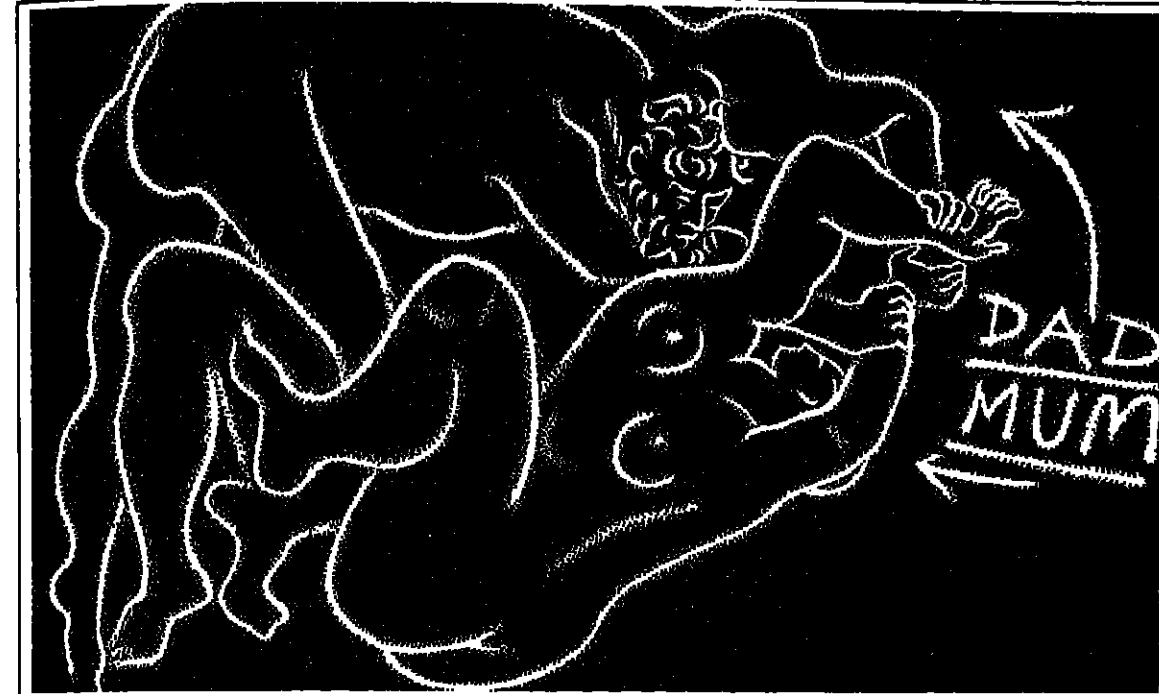
One expanding area of life skill provision through broadcasting centres on employment, or more often, the lack of it. Rational programmes include not only Central's recent *Job Finder* (hardly a programme at all, rather a screening in text form at the end of normal programmes, of information about benefits, grants and job vacancies in and outside the Central region) but also more traditional programming such as STV's *Positively Unemployed*. On the network, Central's forthcoming *Work Out* is a major documentary series about the ways in which work affects people's lives. It explores what skills people need to control their environment and should, along with its NICE produced book *"Your Work in your Hands"*, prove an invaluable resource for trainers, group leaders, and job seekers. Meanwhile, on the other side of the broadcasting street, it is rumoured that the BBC, in association with Community Service Volunteers, is about to close a deal for substantial EEC funding for back-up to its unemployment broadcasts. If the application is successful, this too should have considerable spin off in the life skills area.

For many people, the most important social and life skills are not concerned with coping at work but coping within the home, the family and the wider society. Programming of this type may range from personal financial problems relevant to viewers of any age through to programmes concerned with family relationships and health matters including alcohol and drug abuse.

Channel 4, for example, recently screened *Pocket Money* for young consumers and is now showing *Money Spinner* for an older audience, a series which is supported by the new independent charity the Money Management Council. The BBC's recent *The Parent Programme* for those with children under five, with a useful support pack "Coping with Kids", helped to enhance family life skills. Other programming examples, across a wide range of subject areas, all relevant to the theme of life skills, abound.

The trouble with broadcasting's contribution then, is that so much is relevant. Consequently, anyone interested will find that a trip to broadcasting's Aladdin's Cave is well worthwhile... especially as this particular Cave does not charge admittance. Thus though many print resources may be conveniently bought straight from the shelf in neatly labelled units, broadcasting represents a rich, and free, life skills resource, universally available, in an acceptably popular form whether for the reluctant classroom student, the teacher or the independent learner at home.

EXTRA



Weight of the law

Will the amendment to the current Education Bill alter the approach of schools to sex education? Nick Baker reports

Not long ago I visited a secondary school in the North East. At nine o'clock in the morning, during tutor group time, a teacher was trying hard to stimulate his third year pupils into a discussion about "how love can go wrong". The pupils were in the middle of the school's carefully planned Personal and Social Education programme, which aims to integrate the personal, scientific and moral aspects of sex education.

The teacher was gamely pursuing an uphill task. Not that the pupils were ill-mannered or mischievous but the sensitive nature of the topic, or the materials that were being used — mostly newspaper stories about unhappy marriages, divorces and "tugs of love". Neither were they embarrassed about the topic of "love" itself. They were quite used to the word being used in the classroom. It was just that so early in the morning, it's quite hard for anyone to have a detached yet frank discussion on the subject.

All the same, I'm sure Baroness Hooper (the inspirer of the amendment to the current Education Bill making "due regard to moral considerations and the value of family life" compulsory in sex education) would have found a visit to that school and hundreds like it very informative. Its policy on personal development and moral (but not moralistic) education is an object lesson in sensitive and responsible education.

In fact, teachers of PSE, life skills, general studies and allied subjects seem in the main to be perplexed about why there is a need for the amendment. "Unfathomable as a piece of law and unnecessary in my experience of schools", says Ken Thompson, head of Guidance at Gosforth High School in Newcastle. With 20 years of teaching in secondary schools in the North East, much of it in the Social Education area, Mr Thompson recognizes the Lords' legitimate concern with the way sex education is undertaken in schools, but believes that the amendment is "based on prejudice about what's going on." The current Personal and Social Development course at Gosforth High has been in operation for eight years, and always looked at sex education within the context of relationships, marriage and family.

"I welcome it, but it won't affect us", says Peggy Hooton, a Deputy Head at Biddick School in Tyne and Wear: "I don't think you can talk about the way people live without moral education. What we do from the first year through lives and the way they feel about it. But although Ms Hooton welcomes the new ruling, she's a little sceptical about its effect: "Adding the weight of law won't mean that it will be done, and they can't prescribe teaching method, which is more important."

The origins of the amendment are rather misty. Until quite recently, everything in the sex education garden seemed healthy. The 1980 Education Act required schools to publish details

of their sex education programmes, and most did without demur. A recent published HMI survey of Health Education in some primary and secondary schools in Wigan, carried out in 1984 said that the primaries were "fulfilling a complimentary role to that of the parents whose prime responsibility they regard it to be. Reference is frequently made to following a Christian or spiritual approach to the topic." Positive suggestions appeared in the *Better Schools* document.

The Schools Council Health Education Project's two reports both confirmed that "national" sex education was taking place in a simple, sensitive way in most schools. It seemed that we had nearly stopped believing in that Sixties' bogey man, permissiveness. He nearly made a comeback, encouraged by events surrounding the Victoria Gillick case, a possible result of which could have been the banning of education about contraception in schools for under sixteens. It was that case which seems to have delayed the publication of a new HMI report on sex education. By now, large things appeared to have got back on an even keel again. Until, that is, the beginning of the month, when the amendment was introduced in the House of Lords.

What were its origins? "The Lords have been in a highly moral mood" remarks one political observer. Lord Denning complained about easy divorce, the lack of stigma about illegitimacy and the breakdown of the pillars of marriage. Nobody, it seems, suggested that teachers were in any way responsible for this, or that they should be compelled by law to try and help reverse the trend. After all, the amendment reads that schools and I.E.S.s should encourage due regard to moral considerations and the value of family life "where sex education is given", implicitly reinforcing the idea that schools don't have to have any sex education if they don't want it.

There's also the spectre of the possibility that some schools are teaching sex education irresponsibly, and producing irresponsible teaching materials. One education official told me she had seen some "too cringingly bad" teaching materials. "There are some extreme booklets about relationships and child-rearing, but I haven't been able to get my hands on any", says Trevor Williams, Director of the Health Education Council's Health Education Project. He sounds a little disappointed. His view is that while there is a tiny minority of radicals who want to push education to the extreme, most sex education already obeys the new proposed law. And while he regards it as "A bit of publicity for the new education secretary" and a "cosmetic exercise to placate elements within the Tory party and the DES".

Mr Williams, incidentally, describes himself as "middle of the road" in terms of his views on sex education and a traditional Welsh Melodist by belief. Even so, he brings up a thorny criticism of the amendment. How do

you define a family? And do you only endorse the standard (yet statistically declining) four piece unit, even when you know that half your pupils might suffer from what Denning rues the disappearance of — the stigma of illegitimacy? Is the "value of family life" as referred to in the amendment, increased by having two parents in the family?

The DES spokesperson told me that they haven't got any "starry eyed views" on the subject of family life, and that there was no evidence of a weller of poor practice necessitating the amendment. As far as enforcement is concerned, the official view is that the amendment is there to be invoked rather than enforced. The idea is to reassure parents, not give the idea that there's a problem. But, as one PSE teacher put it, "If there isn't a problem, why provide a solution?"

Projects
By John Hunt and Penny Hitchen
Price £27.50 + £1.50 pp.
Framework Press, St Leonards
House, St Leonards Gate, Lancaster
LA1 1NN.

The importance of this detailed project pack is, as the authors say, that "the projects are designed not just to set useful and interesting tasks for a group, but to encourage young people to take responsibility for their own experience of learning". The dominant theme throughout is one of the student seeing learning as a positive step towards goals which he or she has set.

All the materials are suitable for the 14 to 19 age range in school or college on a variety of pre-vocational or training courses. However, given the interesting nature of the topics, the pack could easily be used for personal and social education programmes. The authors themselves have considerable experience in teaching and in developing materials for youth work and community arts and for so-called "low achievers". These materials are definitely not tedious work of work or dull life skills activities.

The pack is organized into five sections: group development exercises, the use of projects, examples of group projects, the development of projects related to work or vocational training, and further project ideas.

The first section has five group development exercises which highlight particular skills such as communication, negotiation, planning, problem solving and decision making. The

In control

Richard Evans reviews a project pack

exercise called "Windfall" is about how to divide up a big premium bond win with the proviso that the decision must be a unanimous one. Another exercise called "Northside Council" is a good example of a role-playing game that asks for decisions concerning a multinational chemical company's planning application to a local council — wide scope here for a political education input.

The second section focuses on the use of projects within an overall learning programme rather than just as a piecemeal part of a course. The seven stages that the authors suggest are helpful in getting the best from projects and would enable the teacher to evaluate the use of a project in meeting individual or group objectives.

The third section takes six group projects such as using a video and group publication of a magazine, while the fourth section relates the use of projects with vocational training and includes two interesting examples based on Alternative Technology (using wind power) and Catering (running a catering outlet for a special event). These show it is possible to enliven and broaden the scope of vocational education. The fifth section contains 12 suggested schemes for projects and a final section has a useful information guide and booklet.

The authors are to be congratulated on the many ideas and styles they bring to the content, development and improvement of project work as a means of enabling young people to control and enhance their own learning.

More reviews on pages 55-58

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Richard Evans
It is rare that a series of textbooks hits a target spot on. The authors and publishers are to be congratulated on the excellent series, *Pre-Vocational Core Studies*. It is lively in style, varied and comprehensive in content and has a range of books that are also helpful to teachers and tutors to be systematic in their responses to the needs of pre-vocational students. Most importantly, it makes a genuine attempt to overcome a genuine and sexist tradition by offering convincing situations and dilemmas that young people may wish to explore...
— Times Educational Supplement

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EXTRA

Family photos

Heather Welford visits a schoolgirl mothers' unit

There's a large display of captioned snapshots on one wall of Newcastle-upon-Tyne's schoolgirl mothers' unit. On two or three of them, tutor Barbara Peacock is seen cuddling a newborn. "Grandma again!" reads the caption.

No one, least of all Barbara Peacock herself, would want to stretch the analogy too far. But these "family photos", all showing babies born to girls attending the unit, reflect one of the most important aims behind the whole scheme: caring, accepting support and friendship. Those qualities may be in short supply in the world outside, where the girls may face active hostility, as well as severe social and financial problems.

The unit is open every morning, and takes the place of full-time school for under-16s who intend keeping their babies and who don't plan to take exams. Girls in the fifth year sitting exams get regular home tuition, but they join the whole group each Wednesday for the special health education sessions taken by health education teacher Joan Aarvold. The formal

academic progress made in the unit is modest, as Barbara Peacock readily admits; much of the education centres on topic work on highly relevant subjects such as welfare benefits, cookery, child care and preparation for labour and birth. On alternate Wednesdays, Joan Aarvold takes the group, babes and all, to the swimming baths.

The babies themselves - ranging in age from 12 days old on the day I visited to about 18 months - are present during all the sessions (apart from cookery days, when crèche workers look after them for reasons of safety). Barbara Peacock and Joan Aarvold see the babies as ideal visual aids, as so very often they can incorpo-

rate a real live newborn or toddler into the topic under discussion. After all, when you're talking about giving baby fresh finely-grated apple as a first taste of solid food, who better to demonstrate on than the four-month-old at your elbow? Mrs Peacock describes an important social benefit of the babies, too. "Girls who are still pregnant get plenty of chances to feed, change and bathe the babies of their colleagues - and the confidence a girl can gain in handling a small baby makes a real difference when her own is born."

The unit is formed of two reasonably-sized rooms in a large education centre to the west of the city. The smaller room is used for quiet work away from the babies, group work, counselling and slide and film shows. Shabby, yes, in need of a lick of paint, certainly; but comfy chairs, pictures, posters and toys for the babies have helped to make the rooms welcoming and lived-in. A conventional classroom set-up just wouldn't work and the informal atmosphere is part of the reason, say the tutors, why attendance at the unit is so very high. In the two years or so since it's been open, some 30 girls have been involved. Most of them have given virtually 100 per cent attendance, with sessions missed only because of ante-natal appointments or genuine illness. Time off is allowed just before the birth and for six weeks after, but even so some girls turn up voluntarily at these times. "A lot of the girls were very poor attenders at school," points out Mrs Peacock, "yet after their babies are born, it's not only themselves they have to get up, dressed and fed, and ready to go out at the right time, but their children as well."

The health education sessions are open to all the girls until the age of 19, and many do, in fact, take up their option to attend them. A recent report on

schoolgirl pregnancy found that girls given the chance to attend a group geared to their own needs did, indeed, make the most of that opportunity, and the report noted both educational and social benefits as a result.

Girls are referred to the Newcastle unit from all over the city, and help with transport is provided when necessary. The scheme is nominally under the home tutoring umbrella, and it works especially closely with the Education Welfare Office. Senior Educational Social Worker Yvonne Daltry gives continuing support as part of her special responsibility for schoolgirl mothers, and it's she who makes the initial contact with the girl, once the pregnancy has been notified to the EWO (via the school, possibly the hospital or the community midwifery service, or sometimes another social worker). In a typical case, the girl may be already four or five months pregnant - occasionally more - and she has already made up her mind to keep the baby. Mrs Daltry detects strong cultural pressure, usually genuinely shared by the girl herself, not to give the baby up for fostering or adoption. If the girl does want more information on fostering or adoption, she's referred to the appropriate department of the Social Services. After a further assessment by the Senior Medical Officer, and liaison with the school, the girl may start attending the unit within a fortnight or so of the initial referral.

Yvonne Daltry explained how the health education sessions began five years ago with Joan Aarvold, and how these demonstrated that something positive could be done to help the isolation of schoolgirl mothers. Home tuition hardly began to meet their specialized needs for awareness of labour, birth and baby care, and it couldn't give any of the social support so often missing in the girls' lives. The health sessions provided a focus, a meeting place and a means of maintaining regular contact with the welfare services - and all these benefits increased when it was decided to operate the unit on a daily basis.

To the girls, the continuous support given by the network of health services, social services and the Education Welfare Office is very much a part of the background. For them, the most obvious and most positive feature of the unit is the chance to get to know each other. When I asked 16-year-old Christine and 15-year-old Tracie - both mothers of lively toddlers - what they saw as the main strength of the group their answer was clear. "Friends," they said, "and the fact that Barbara's a mother, too." "I don't think anyone could do her sort of job if they didn't have children," said Christine. Had they thought about finding friends locally, by going to mother and toddler groups in their neighbourhood? "No. They wouldn't like us - and we wouldn't like them. They'd probably be dead old, maybe 34 or 35."

Both Barbara Peacock and Joan

Aarvold bring their own experience as mothers to the teaching of the group, and helping with basic problems of baby care is very much a question of passing on their own common sense. The majority of the girls take a real pride in looking after their babies. The traditional stereotype of the rather putative "gynship mum" with her undernourished grubby offspring just isn't reflected in the reality. The babies and toddlers, notes Mrs Peacock, are almost always healthy and thriving, beautifully clean and dressed in freshly-washed and pressed clothes. In fact, they look just as well cared-for, just as smartly-dressed as babies in the poshest toddler groups of Newcastle's leafiest suburbs.

That's not to say the girls don't have very real, continuous problems. "Difficulties over welfare benefits happen all the time," says Mrs Peacock. "Many of the girls don't have the self-confidence to do battle with the Social Security office, and if a claim has been rejected or queried, they need a lot of encouragement to press on with it." One of the best-read volumes on the unit's shelves is the "nashy book" (national welfare benefits) which the tutors sometimes use to help guide the girls through the maze. Those concerned are very worried by the changes to the Social Security rules, due to take effect this summer. New rules will do away with "single payments" for those on supplementary benefit who need specific items (such as baby equipment and maternity clothing). In any case, girls under 16 cannot claim supplementary benefit or single payments in their own right. The money they have an automatic entitlement to - the £25 maternity grant in pregnancy and child benefit once the baby is born - is often the subject of delays and queries from the Social Security. Says Barbara Peacock, "the new rules will mean that some of the girls end up with virtually nothing, when so many of their major difficulties are made worse by lack of money anyway."

Housing is another problem area. Although many of the girls have excellent support from their own parents, in other cases relationships are strained to breaking point, and life in the family home is made even more stressful by the presence of a young baby. In some situations the girl may be helped to start working towards setting up home on her own. Contact with the baby's father may be non-existent or very intermittent, and few girls can truly rely on this source. A complicated and fluctuating emotional life, in fact, is something many girls need to talk about, and the tutors accept their confidences and offer counselling and advice where it's needed.

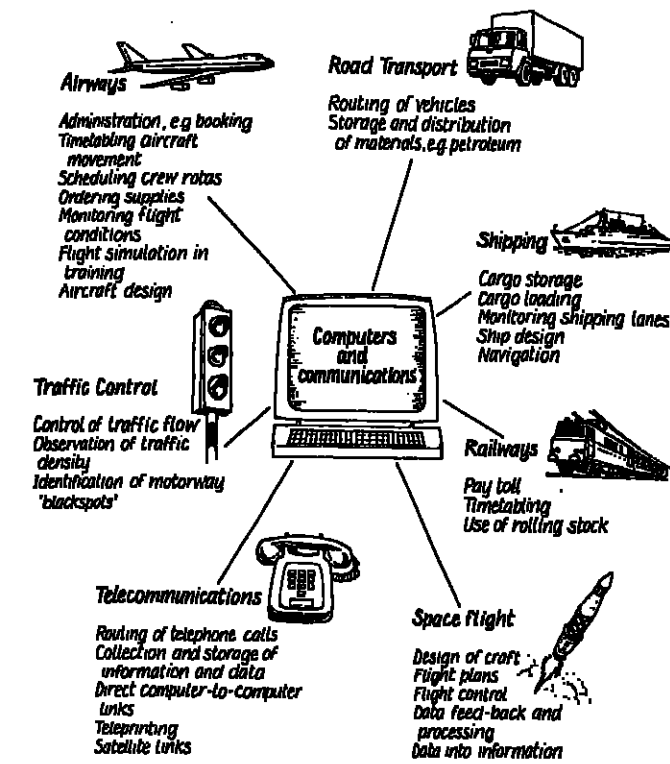
To be realistic, the outlook for any mother as young as 14, 15 or 16 isn't a good one. But as social worker Yvonne Daltry pointed out, "Pregnancy as young as this isn't ideal, but we can help prevent it becoming a disaster." Said Christine, about her daughter, "I don't regret having her - and I'd never let anyone take her away. But now isn't a good time for me to have hood? "No. They wouldn't like us - and we wouldn't like them. They'd probably be dead old, maybe 34 or 35."

"Schoolgirl Mothers by Dr Ann-Marie Coyne, issued by the Health Education Council.



Dip in

Moirira Wilson reviews books on ways to improve your communication skills



'First Red, then Blue Books have incited teachers to relinquish their autocracy in favour of negotiated, student-centred, exploratory and experiential learning. Which would not in itself pose insuperable problems, were schools and colleges as heavily resourced as education theory is jargonized.'

The Skills of Communicating. By B Scott. Gower £15.00. 0 566 02622 8.
Pre-Vocational Core Studies. By A Cotterell, J Holyfield, D Morgan, P Russell. Heinemann Educational. Six Students' Books £1.95 each, Tutor's Book £5.95. 0 435 46316 0.
Core Skills in Communication. By J Irving and N Smith. Macmillan £3.95. 0 333 38837 2.
Practical Communication. By R and M Ashley. Collins Educational. 00 327395 4.

Bored with boss-drone, befuddled letters and reports? Has enough of bull-by interview tactics? Take hope - if management stoops to read B Scott's *The Skills of Communicating*, changes could be in store. Four sections expound the skills of effective oral and written communication in a style which punctiliously practices what is preached. Clarity prevails in sharply focused chapter introductions,

conclusions and key points, while examples get down to business, as does the language.

The main thrust of the book - the A4AS planning technique of brainstorming, structuring and summarizing ideas - invites straight-through reading as well as a dip-in approach. Whichever you choose, you should emerge with a lighter heart after countless incitements to positive thinking. For a good speaker even butterflies in the stomach are no problem, once you "get them flying" for you.

Which brings us to the only indigestible aspect of this book. Despite emphasis on listener-orientation, there's always an uneasy feeling that this is not about two-way flow at all. Worst fears are confirmed when we're told that management motives are "not the stuff" of workers' lives. No wonder bosses bode it if that's their attitude to the work-force. There's a wealth of practical skills on offer here but look elsewhere for a genuinely progressive management style.

Such as the classroom. Or rather, that creative and open-minded orga-

nization of space and time which constitutes the multi-purpose base room after the *Pre-Vocational Core Studies* series has swept the floor. First Red, then Blue Books have incited teachers to relinquish their autocracy in favour of negotiated, student-centred, exploratory and experiential learning. Which would not in itself pose insuperable problems, were schools and colleges as heavily resourced as education theory is jargonized.

Money we have not, but with this major new series we can now boast an inspired range of integrated learning materials, in which six books entitled *Home, Work, Environment, Self and Society* explore these highly relevant themes. Learner autonomy is encouraged by a content refreshingly free of gender and racial bias, while consideration of issues such as unfair discrimination in South Africa, equal employment opportunities and central government spending, start with the immediate socio-political context of students' lives. Undoubtedly, some teachers will find the versatile role of "animator" somewhat daunting but help is at hand. The accompanying Tutor's Book provides reliable theory, lively teaching approaches, help with assessment and an excellent bibliography. Reassuringly, we're told success depends upon "recognizing and affirming your students as people". Hardly a revelation for most teachers. A pack of 100 "Assignments" is now available to accompany the series.

Not in the same league, but still a very useful college textbook, is *Core Skills in Communication*, one of five in the Macmillan pre-vocational series, with more to come. For the most part, 10 core assignments focus faithfully on the practicalities of student life, from how to jazz it up to youth unemployment and education cuts. And following these, 10 more apply communication skills to vocational situations as diverse as designing an engineering firm's induction course for new employees and selecting residents for an old people's home. Presentation is unimpeachable, with aims and relevant information pages clearly indicated at the start of each assignment. Be careful, though - tasks will fall very flat if they're substituted for the real stuff of learning. To get the most from these kick-off points you need a skilled facilitator, lively discussion and a spirit of exploration.

This is equally true of *Practical Communication*, an extremely thorough book, with accompanying tape, which could become thoroughly uninspiring in the wrong hands. Instead of plunging into group dynamics, multi-task assignments promote self-awareness tangentially in a series of - as the title suggests - very down-to-earth exercises. Certainly, getting down to it, in short and monitored doses, is probably the best approach with this book which even succeeds in making multiple-choice comprehensions respectable. And even if schools and college students are encouraged to put themselves in other people's positions rather than start from their own, at least they're up against real life problems. Nidra Plastics might be a hypothetical company but it's the real world insofar as all the managing directors are men!

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TES 5

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MAGAZINE
Lifeskills Teaching Magazine is produced by Lifeskills Associates, a publishing and consultancy company. It publishes articles on news and developments in life skills education, reviews, and classroom exercises. The current issue, which appeared last month, invites teachers to take part in a survey on life skills, asking them if they would be interested in a conference, where they teach life skills to and what materials they use.

The journal appears four times a year and is available on subscription (£7.95) from Lifeskills Associates, 'Ashling', Back Church Lane, Leeds LS16 8DN.

NEWSPAPER
"UK Times" is a newspaper pack for schools which is sponsored by industry and commerce. It incorporates a paper

for pupils, a teacher's bulletin, and worksheets produced by different companies, for example British Gas, British Telecom, Clarks shoe company or the MFI furniture group. The paper runs items on Industry Year, details of school/industry links, competitions and features on the various businesses.

Free packs with 30 newspapers, teachers' folder and photocopyable worksheets are available to schools wishing to receive them each term. Cheques for £2 postage and packing should be made payable to Resources for Learning Ltd, and sent to UK Times, 19 Park Drive, Heaton, Bradford, West Yorkshire BD9 4DS.

PROBLEM SOLVING
"Problem Solving at Work Update" is a follow-on from the original edition and attempts to expand the vocational areas covered by it, including hairdressing, electronic engineering and warehousing and distribution through "Scrambled Information and Infotech" exercises. Price £16.50 + p & p from Framework Press, St Leonard's House, St Leonard's Gate, Lancaster LA1 1NN.

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EXTRA REVIEWS



Getting it together

Richard Evans on guides to increase organization and efficiency

How to Succeed in Written Work and Study. By Richard Ellis and Konrad Hopkins. Collins. £3.95 0 00 434283 6.

Doing Your Own Research. By Eileen Kane. Marion Boyars £7.95. 0 7145 2843 9.

Strategies for Student Writers. By Pam Peters.

John Wiley £5.65. 0 471334065.

How To Work Effectively. By Andrew Pates and John Blackwell. National Extension College £6.50. 0 80682 699 6.

How to Conduct Surveys. By Ariene Fink and Jacqueline Koseoff. Sage £13.95. 0 8039 2456 9.

Research Skills 1-3 plus Teacher's Book. By James McCafferty

Edward Arnold Books 1-3 £2.95. Teacher's Book £2.50.

Improve Your Study Skills. By Doug Humphries. CRAC £3.95 or £2.95 for 10 copies or more. 0 86021 767 1.

A First Year Tutorial Handbook. By Graham Davies. Blackwell £12.50. 0631 90046 2.

Many young people, and adults for that matter, find it difficult to be organized and therefore efficient in their approach to work, their study skills and their general ability to communicate. Some of the eclectic range of books reviewed here may help.

How to Succeed in Written Work and Study is a densely packed handbook for students in universities and colleges who are taking courses not only in the arts but also in sciences and technology, the social sciences and business studies. The aim of the book, which is designed to be dipped into

rather than read all the way through, is to provide answers to questions and problems relating to written and oral communication, from paragraphs and punctuation to research and retrieval of information. Amusing cartoons inspire the reader to higher achievements.

Strategies for Student Writers is a guide to writing essays, tutorial papers, exam papers and reports. It is clearly written and takes the student through techniques and strategies for enhancing their writing. Essay writers will find two chapters of particular

help, one on ways of writing expository as opposed to explanatory essays (writing to inform) and the other on writing interpretive as opposed to evaluative essays (writing to influence). The price at £5.65 for 141 pages may be a deterrent.

"Knowing how to get your information is a source of power in modern society," says **Doing Your Own Research**, which aims to enable individuals and community groups without previous experience to conduct their own social research. The book covers both field research and library re-

sources and includes ways of recording and organizing information. I particularly liked the way in which the author explains that everybody knows "the basic elements and procedures of research" as a result of planning and performing everyday activities. This book should have a wide appeal.

How to Conduct Surveys is a step by step guide to help you "organize a rigorous survey and evaluate the credibility of other ones". The book is intended for the US market and Chapter 3 entitled "Getting it Together: Some Practical Concerns" lives up to the authors' intention of aiming for "simplicity and not embellishment". So is everyone going to be able to do their own Mori or Gallup survey having read this book? Given the detail listed here on designing a survey, such as the type of questions required or the scales used (the way responses are organized for an individual question or item), the answer is "Yes, probably". The trouble is I cannot think who is going to buy this book, apart from a limited number of trainee market researchers.

It is often said that the busier a person is the more he or she can fit in to the day and cope with unforeseen problems. **How To Work Effectively** is designed to assist those who may find it difficult to cope. It falls into the category of applying common sense principles to everyday problems. The eight chapters of the book each follow the same structure, taking a theme such as identifying ways of not wasting time or keeping stress to a minimum, and giving examples of how these issues affect work - such as enabling us to transfer our skills to different jobs. This book ought to have a wide appeal - to almost any age-group or occupational group.

Young people today are certainly under more pressure to prepare themselves effectively for the job market and simply acquire confidence. Study skills are part of that process and they help students experience and appreciate the learning process necessary for almost any activity. **Improve Your Study Skills and Research Skills** will help this process. School and college students and middle school children respectively. Everything is considered from libraries to bus routes to improving one's concentration and reading.

Finally, **A First Year Tutorial Handbook** offers first-year form tutors in secondary schools a helpful guide to the so-called pastoral curriculum. Well worth buying.

Guiding the reader

Core Studies. By Janet Bond, Chris Davenport and Brian Ford. CRAC £39.90 (includes copyright licence). 0 86021 797 3.

Real Life Reading and Writing At Work. By Jim McNicholas. Heinemann £2.95. 0 435 10525 6.

Insight into Industry. CRAC with support of Shell Education Service £4.50. 0 86021 881 3.

The **Core Studies** pack will effectively meet many of the needs of 15 to 18-year-old students on pre-vocational and YTS courses as well as enhance the skills of GCE, CSE and prospective GCSE students. The pack consists of two information books - the first on study skills and social skills and the second on personal skills and industrial studies - and an assignment book. The whole is attractively designed and printed and meets the authors' claim of being "student centred and student directed". **Core Studies** is particularly aimed at the CPVE and integrates many of the core competencies such as communication skills and personal and career development. This is a much improved publication from CRAC.

The reality of job prospects is grim for hundreds of thousands of young people. **Real Life Reading and Writing At Work** deals with life after school and looking for work. Categories of jobs are considered by guiding the reader through the maze of official forms and forms that might help a young person find employment. Thirty jobs are considered within the following categories: office, social, practical, active/outdoors, artistic and public service. The first two units introduce familiar decision-making skills such as personal assessment, applications and interviews. This book will have popular appeal.

Insight into Industry consists of problem-solving activities developed by teachers working with industry and might help teachers trying to develop mini-enterprise schemes. How do you design a new drink container or sell a new vacuum cleaner tool? Students with the help of this collection of ideas may come up with solutions or, even better, some new ideas.

RE

Rites and rituals

by Moira Wilson

Landmarks in Life. By C Brittain and M Tredinnick. Blackie £2.50. 0 216 91845 6.

Adolescence. By J Moran. Edward Arnold £1.20. 0 7131 7349 1.

Co-operation and Conflict. By R Preedy and A Reed. CRAC Hobsons Press £3.95. 0 86021 863 5.

Growing up isn't easy but understanding the major rites and rituals of people's lives can make it less bewildering. Such is the reasoning behind **Landmarks in Life**, which introduces its four units: Birth, Coming of Age, Marriage and Death, from a secular perspective, before concentrating on Christian, Judaic and Hindu ceremonies marking these occasions.

Don't be too put off by the cover's dismal depiction of life as a series of human pawns arranged along the straight and narrow. The fact that they're on a chess-board presumably implies alternative moves, and the authors certainly promote open discussion of the contents, particularly where customs show sexual bias. Exploratory learning is encouraged by research activities, while a range of exercises including crosswords, dialogues, role-play and word squares, makes this suitable material for language development in lower secondary school students. That is, as long as their customs are reflected as an integral part of Britain's multi-cultural society.

Adolescence looks at this period in a young person's life from a very different angle. A montage of disparate images of youth from magazines, newspapers, television, literature and

research documents, displays a range of differences from the extreme of a fashion-conscious Westerner right through to a 12-year-old Cambodian guerrilla fighter. The main unifying principle is the need for self-determination and this book looks at how far that's possible in our society when your life's beset by sexism, hormones, boredom, lack of cash, unemployment, authority figures and peer group pressure.

Material is stimulating and easy to read, with ideas - from disapproval of punk culture in Poland to why girls might be turned on by male domination - producing a wealth of discussion points. Invaluable for use with teenagers of all abilities and interests, this could also enlighten older readers not quite sure how to respond to adolescents "flexing their muscles".

Following on from the kind of exploration in **Co-operation and Conflict**, Second in the "Society, the Modern World and You" series, this lively text stimulates young people to make sense of the world through understanding a range of international issues. Seven sections provide up-to-date information on such subjects as the European Community, nuclear power and the arms race, within a general framework analysing the nature and origins of conflict and war.

Writing exercises provide a useful comprehension test but for more exciting learning opportunities and discussion ideas for further research and discussion. They're certainly crucial to getting the most out of this book since the breadth of subject is so extensive. The inhibits depicted in the book are estimated to be the most impressive and sensitive balance of views and information that is provided.

EXTRA REVIEWS

No pass or fail

Jean Sargeant looks at an aid to planning programmes for the Youth Training Scheme



Skillscan
Starter Set £28
NFER - Nelson, Darville House, 2
Oxford Road East, Windsor, Berks
SL4 1DF.

Skillscan is devised specifically for the Initial Assessment of YTS trainees. It consists of two basic components: an Assignment Pack for the trainee and a User Guide for the Managing Agent or Supervisor.

Skillscan does not stick to the Manpower Services Commission's "core skills" analysis, familiar to most Managing Agents; not everyone takes to core skills and even those who do often find it difficult to devise exercises which focus on specific skills or engage several in one exercise. **Skillscan** attempts to find ways of categorizing the sort of skills trainees might be expected to have, based on a range of everyday experiences, and to do this in a language that is largely self-explanatory.

Thus **Skillscan** sets out eight "activity areas" on which to base a skills assessment: layout and design, budgeting, researching, reporting, classifying, planning time, own resources and working with/for others. Trainees are asked to complete only five of the assignments in the pack of eight, depending on their own experiences and interests, but are asked to state why they did not choose the other three. In fact, this approach ties in neatly with the MSC's recommendation that Managing Agents should, where possible, place trainees in accordance with evidence of practical achievement, perhaps in hobbies or expressed interests rather than on academic qualification or on formal employment selection tests.

In order to ensure that connection with MSC core areas (Number, Communication, Problem Solving and Practical) is not lost, **Skillscan** cross

references its "activity areas" against a selection of MSC core skills. Thus each activity area taps into several core skills areas simultaneously, exploring them from different angles and different depths.

The activity area "Budgeting" might, therefore, relate directly and principally to "Number" (by showing whether the trainee is able to count items, work out numerical information, estimate quantity and cost) and to "Problem Solving" (by finding out how to present information). But it might also relate indirectly to "Communication" (by perhaps seeking information from written sources) and so on. Only the MSC's "Practical" core area is avoided as being unsuitable for a pencil and paper exercise.

Despite the fact that the User Guide is somewhat heavy going - at any rate if one has a built-in aversion to check lists (although optional) and to flow diagrams such as appear on page one (even though perfectly comprehensible) - there is no doubt that the package has been well researched and has considerable potential for those charged with YTS Initial Assessment.

Whether that potential is realized depends to a large extent on factors outside the authors' control; on how the materials are used, for example. Many young people see any set task as a competitive test... a reminder, for some, of an unspectacular school record. The User Guide warns against this, saying that "there is no pass or fail, or even grades". The need to get this message across is crucial. The fact that a given assignment in one pack may seem easier or harder than the parallel assignment in another pack needs careful explaining, as does the relevance of the task in hand... The task "Your friend has asked you to look after a pet lizard for a month. How would you find out how to do it if your friend wasn't there to ask?" may

seem a strange introduction to the world of work!

If trainees can be convinced that (rather like the new GCSE) the assignments are designed to find out what they do know, that to ask for help is not a weakness, if they understand that post-assignment feedback is a crucial part of the exercise, then they might see their assessment for what it really is - an attempt to bring the trainee and trainee together to establish the trainee's needs and abilities. After all, as the trainees' packs point out, "You are bound to have hidden talents!"

A particular word of praise must be directed towards the selection of assignments; even with an element of choice, a good cross-section of skills can be assessed from a completed set. Moreover, the tasks are simply expressed and suitable in the main for a wide YTS ability range. Trainees of average and above-average ability are not going to find them a walkover.

For example, one of the layout and design assignments reads, "You and a friend are asked to organize a car park for a wedding. The space you are given is an oval 50m x 25m. You are asked to provide 10 bays for motorcycles, but the important part of your job is to pack as many cars in to the space as possible, making sure that all vehicles can get in or out without difficulty. Make your own estimates of the width and depth you need to allow for the car and motorcycle bays". I once saw a College Principal and several senior staff devote a whole day to something broadly similar!

It is, of course, up to Managing Agents to decide how they do trainees' Initial Assessment. These materials, developed in consultation with YTS Managing Agents, if used and interpreted as suggested, should prove an essential aid in planning effective training programmes of maximum benefit to YTS trainees.

FOR THE TEACHER

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Taking issue

Take Five
Price £28.50 + £1.50 p&p
Framework Press, St Leonards House,
St Leonards Gate, Lancaster LA1.

Teachers often complain about a lack of guidance and materials in teaching life skills. **Take Five** offers a highly detailed, well-thought out and educationally-rooted methodology for the 14-16 age range, for either general or pre-vocational education and is applicable for all abilities.

The authors are committed to the philosophy of the Further Education Unit's trail-blazing **A Basis for Choice**, which argued the case for a core curriculum framework that provides for the integration of knowledge and learning and the notion of progression in learning and qualifications.

The five assignments, **Joining a Sports Club**, **The Family Way**, **Going on Holiday**, **If the Face Fits**, and **Politics Game**, offer an integrated approach towards the skill areas listed in **A Basis for Choice** - for example,

literacy, numeracy, graphicacy and manipulative/practical/creative skills. Within the assignments are key themes, such as pollution, urban life, family responsibility and the media.

The second assignment, "The Family Way", illustrates well the strengths of this pack. It aims to develop the expectations of the assignment are listed for the teacher along with the necessary resource materials and suggested lengths of time for each section.

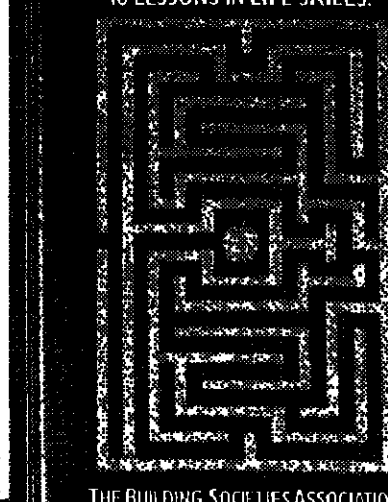
The assignment is divided into five units, each with separate teacher and student sheets. (The pack takes the form of a loose-leaf binder, and all the materials can be freely copied.) The materials can be used in a variety of ways, units provide facts, sharpen awareness and introduce moral choices concerning parenthood, pregnancy, the dangers of casual sex, contraception, and scientific issues such as abortion, adoption and fostering. All these issues are treated responsibly and are intended to help students identify the responsibilities and decisions that parents face.

Richard Evans

THESE DAYS SCHOOL LEAVERS NEED ALL

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The whole package - a 60 minute video and ten information sheets - costs £19.50.

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BERWICK UPON TWEED
COUNTY COUNCIL
 Adema Drive, Berwick upon Tweed TD15 2JQ
 Group 11-12-18
 Comprehensive 985 pupils
 (1985) 132018
HEAD OF COMPUTER STUDIES
 Required from September 1986 as soon as possible
 Removal expenses and lodging allowance may be payable
 For application forms and further details, send a completed application form to the above address by return within 14 days
 (16555) 132018

OXFORDSHIRE
COUNTY COUNCIL
GILLOTT'S SCHOOL
 GilloTT's Lane, Henley on Thames RG9 1PS
 Group 10-11-16, Ref 810
 Required for September or January 1987, teacher in charge of Computer Assisted Learning and second in charge of Computer Assisted Mathematics Department.
 The school has a C.A.L. Lab. and currently offers Computer Studies at examination level.
 Applications by letter to the Headmaster, Mr. J. G. Jones, 11-16, Ref 810, enclosing curriculum vitae and naming two educational referees (with telephone numbers) to the Head from whom further details are available (s.a.s. please).
 (16541) 135018

Scale 2 Posts and above

LEICESTERSHIRE
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ADVISORY TEACHER
INFORMATION TECHNOLOGY SCALE 4

Applications are invited from suitably qualified persons for the above post for September/January.

The successful applicant will be a member of the County's Information Technology Advisory Team based at the local authority's Educational Computing Advisory Centre.

Applicants will need to be enthusiastic and show substantial and successful experience. The post will involve a considerable commitment to the application of Information Technology in a wide range of activities and educational disciplines.

The vacancy is due to the present holder of the post becoming Network Co-ordinator of the new National Education Service (N.E.S.).

Further details and applications forms are available from the Education Department, Leicestershire County Council, Leicestershire (S.A.S.).

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BERKSHIRE
LITTLE HEATH SCHOOL
 Little Heath Road, Tilehurst, Reading RG2 9JH
 N.O.R. 1986
 See advertisement for Senior Teacher vacancy under Secondary Education
 Tel: 01235 330000
 (17300)

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REDBRIDGE
CHADWELL HEATH SCHOOL
 Chadwell Heath, Redbridge, Essex RM6 4SB
 Tel: 01255 36000
 Head: Mrs D. Watkins, B.Ed.

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KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
 The Sheppey School, Sheppey, Kent ME19 3JQ
 Tel: 01622 33000
 Head: Mrs D. Watkins, B.Ed.

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SOUTH KENT AREA
SOUTH KENT SCHOOL
 Station Road, New Romney, Kent TN38 9JH
 Tel: 01540 33000
 Head: Mrs D. Watkins, B.Ed.

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STAFFORDSHIRE
STAFFORD HIGH SCHOOL
 St. Mary's Drive, Burton upon Trent DE13 0LL
 Tel: 01827 33000
 Head: Mrs D. Watkins, B.Ed.

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BEDFORDSHIRE
WILTON SCHOOL
 Wilton, Bedfordshire MK43 0JH
 Tel: 01235 33000
 Head: Mrs D. Watkins, B.Ed.

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HUMBERSIDE
EDUCATION COMMITTEE
SOUTH OAK DIVISION
401 GRAMMAR SCHOOL
Century Road, Coole
No. on Roll: 1143
Required for September
1968 temporary Scale
teacher in this 18-19
classive School. 1968
in the Sixth Form A combination
of SCIENCE/PHYSICS
STUDIES/HUMANITIES could
also be considered for
any post for one term only
Application forms may
be obtained from the
Teacher in charge of the School
(r.a.s. office) to whom
returned so later than 30
June 1968.
Humberside County Council
11121 11121 1326

B. VSCOL GYFFIN EMLYN, NEWCASTLE EMLYN (Group B).
Qualified Teacher for GENERAL Science (Scale 1) to teach the subject at C.S.E. level. The ability to teach the Physical Science as a subject is essential.
The post is associated with the TVEI Scheme in the school and trained teachers of Science and Technology seeking their first appointment.
Application by letter indicating curriculum vitae and the addresses of two referees to the Headteacher by 3rd July, 1987 to:
CARDIGAN SECONDARY SCHOOL, CARDIGAN SA43 1A
No. on Ref 888.
A flexible qualified teacher for a flourishing ART DEPARTMENT with new facilities. The successful applicant will be preferred to have an Art College background, and have some experience speaking, have an Art College background, and have some experience in Ceramics, Sculpture or 3D Design. Initial teaching requirements up to and including 'CB' level. First appointment teachers considered. This is a TVEI school (Scale 1).
Application by letter including curriculum vitae and the addresses of two referees to the Headteacher by 3rd July, 1987 to:

Application by letter
addresses of two referees
16, BRYNGWYN, CO
SA14 8RP.

a) A suitably qualified
COMMERCIAL/BUSINESS
The person appointed
and teaching Vocational
C.P.V.E. pupils.

An Interest in develop
MINICOMPANIES will

b) A Graduate Teacher
'O'/'C.S.E.' in Physics

Application by letter
addresses of two referees

Director

including curriculum vitae and the names and addresses of the Headteachers by 3rd July, 1985.

PREHENSIVE SCHOOL, DAFEN, LLANELLI

Teacher (Scale 1) to teach the full range of **PHYSICS SUBJECTS** to forms 4, 5 and 6. To work with the Head of Economics in developing the **Oriented Course for the City and Guide** 595.

YOUNG LEARNING ENTERPRISE and setting up an advantage.

PHYSICS to teach the Combined Syllabus to General Science (Scale 1).

including curriculum vitae and the names and addresses of the Headteachers by 3rd July, 1985.

W. J. PHILLIPS
Education/Cyfarwyddwr Addysg

al House, Education, R
 Twickenham, Middx. TW
 JQB. They should be r
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 at the school by Tuesd
 July 1st. (1982) 1265

SEFTON
METROPOLITAN BOROUGH
OF SEFTON
EDUCATION COMMITTEE
SCHOOL
CHRIST THE KING R.C. MI
 200
 Stamford Road, Southport,
 Merseyside PR8 4
 ORCA R.A.Y. TEACHER
 (SCALE 1)
 and wish with ability to te
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 Apply by letter to the
 Headmaster of the school, encl

(Group 13, mixed
 comprehensions, 1000 on roll)
 Required September, 1985 for
 one year part-time 12/10th
 Teacher of geography to
 teach years 1-5
 Letters of application giv-
 ing names and addresses of
 two referees to be sent to
 Headmaster, 1000 on roll, 12/10th
 12/10th. Further details will
 be sent on receipt of letter of
 application. (10075) 132658

BRKSHIRE
FOREST (BOYS) SCHOOL
 100, Main Road, Winkfield,
 Wokingham RG11 9NE
 Applications received November 1986
 to April 1987. The school by
 appointment teaches CV and names
 of persons.
 Closing date: 30th June,
 1986.
 Equal Opportunity Em-
 ployer. (17664) 152825

EXLEY
LONDON BOROUGH
OF BARNET
WATSON SCHOOL
 10, Church Road, Bexleyheath,
 Essex SE18 6PP
 Tel: 0181-505 5696
 Applications for September 1986
 to April 1987. Scale 1 for
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 administrator on receipt
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 who should reach the
 school by 12:00 noon
 (11129) 132892

WORDSHIRE
 LANCASHIRE GIRLS SCHOOL
 Burnley, Lancs. St
 L5 6DS

Mr V.A. Booth
 from September
 has been lively well
 teacher to share in
 the work of History. An
 in Economics might
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 Telephone
 Apply
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 School
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 (11129) 132892

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(30) 193922

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PINOHAM
BROOKLYN COLLEGE
SECONDARY
Coffey, Uppingham,
s. LE19 9TJ
(6 secondary)

HISTORY

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An interesting
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Sailing would
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Application
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TRAFFORD
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OF TRAFFORD
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KENT
COUNTY COUNCIL

COUNTY COUNCIL
EDUCATION DEPARTMENT
BORDEN GRAMMAR
SCHOOL

DARTFORD GRAMMAR SCHOOL FOR BOYS
Voted Best School
Selective School of 700 boys
Entered for September:
Test of Mental Capacity
and Games Scale 1 - London

To teach throughout School
in English, mathematics, science,
modern history, modern languages,
high standard of coaching re-
sulting in success in Football,
Cricket, Athletics, Swimming,
Rugby, Hockey, Tennis, Badminton.
Strength in several advan-
taneous. Extra-curricular com-

The school occupies an extremely attractive site on the eastern outskirts of the town and has proved popular. Required for September a teacher of Girls' P.E. Scale 1.

An ability to contribute to the teaching of dance an advantage. Some contribution to the General Subject teaching will be an advantage. It is not to pre-regulate any contribution which could be made by letter would be welcome.

Applications by letter should be sent to the Headmaster, together with a curriculum vitae, together with a C.V. naming two referees as soon as possible. Applications should be forwarded on receipt of a S.A.E. to

**WEST KENT AREA
TOWN/BLIND OF THE HIGH
SCHOOL OF THE HIGH
NORTHWICH SCHOOL OF
Kent TN10 4EL
Telephone 11400 with 140 in
Sixth Form**

Required for September 1986,
1987 and 1988. Teachers only.
PHYSICAL EDUCATION
(Scale 1). One term only. En-
quiries to the Headmaster.

Apply direct to the Headmaster at the school enclosing

**MID KENT AREA
PENACRE SCHOOL**
Huntington School, Kent
ME 0300T
Roll: 930 all ability intake
Required September 1988, an
enthusiastic teacher of P.E. Scale
1 with particular interest in Red Cross
with other outdoor education.
Titles for good career develop-
ment.
Apply immediately in writ-
ten form to the Headmaster
(S.A.E.).

WINTERS BOYS' SCHOOL
Hunterson Lane, Maidstone,
Kent ME15 6JH
Roll: 930 all ability intake
Required September 1988, an
enthusiastic and energetic P.E. Scale
1 with particular interest in Red Cross
titles. Prospects for new con-
tract.
S.A.E. for application form
and written Head master.

**SOUTH KENT A.S.
SOUTHEAST SCHOOL**

A Teacher of BOYS PHYSICAL EDUCATION, SCALE 1, is re-

opened for September, 1986, to a great anti-student demonstration with good on-site facilities, including sports hall and extensive playing fields. The curriculum includes all the major games and health-related fitness courses for senior students. Licence is an advantage.

Southland's School is fully comprehensive, with 19 classes, some 1350 pupils serving the whole area of Romney Marsh. I am writing to you by letter to the Headmaster of the school, along with a curriculum list and the names and addresses of two referees (163358) 134922

NORTHAMPTONSHIRE

**ROTEWELL MONTSAYE
SCHOOL**
Greening Road, Rothwell,
Kettering, Northants NN14
2DB

Required for September
1986 a keen and enthusias-
tic **TEACHER** (Scale 1) for
Boy's Physical Education.
The school has a high reputa-
tion in this

and swimming pool. The

SURREY
EDUCATION COMMITTEE
HEATHSIDE SCHOOL
Weybridge, Surrey
Parents are invited to discuss with P.E.

8

**WALSALL
METROPOLITAN
BOROUGH COUNCIL**

TEACHER OF ENGLISH
Scale 1

Required September 1966, at this Voluntary Aided Comprehensive School to join a progressive department. Applicants should be enthusiastic and able to teach across the range of ability, experience of Sixth Form teaching and/or an interest in Drama would be advantageous.

on receipt of an S.A.E. from the Head Teacher, Blue Coat C.E. Comprehensive School, Birmingham Street, Walsall, West Midlands.

TEACHER OF ELECTRONICS/PHYSICS
Scale 1

Required September, 1986, a graduate to teach the subject to 'O' & 'A'.

member of the Waialai T.V.E.I. project and this person would suit an experienced teacher or a new entrant to the profession.

Application forms and further details available on receipt of an A.E. from the Head Teacher, Manor Farm Comprehensive School, King George Crescent, Bushall, Walsall, West Midlands.

TEACHER OF MODERN LANGUAGES
Scale 1

Required September.

French and German to 'O' level and of the languages to 'A' level. The school participates in the Weisall Graded Objective Testing Scheme.

Application forms and full details available on receipt of an S.A.E. from the Head Teacher, Manor Farm Comprehensive School, 100, Kings Crescent, Rushall, Walsall, West Midlands.

TEACHER OF SCIENCE
Scale 1

Required September, 1986, an enthusiastic, well qualified teacher to

the age and ability range in these 11-18 comprehensive school. Applicants should state their Science specialism although any can be accommodated.

Application forms and further details available on receipt of an S.A.S. from the Head Teacher, Streatham School, Quaggar Road, East, Streatham, Walsall, West Midlands.

TEACHER OF GERMAN

1986, a well qualified teacher for a full time permanent post in a lively and innovative Modern Languages Department, where the emphasis is on a communicative approach to language based on graded objectives. A level work is available for a suitably qualified candidate.

Application forms and further details available on receipt of an S.A.E.

School, Lichfield Road,
Bloxwich, Walsall, West
Midlands.

Closing Date for all of
the above posts is 14th
July 1986.

Walsall is an Equal
Opportunity Employer.
(1901) 13652

Sixth Form and Tertiary Colleges

Heads of Department

ALTON COLLEGE
Alton, Hampshire GU34 2LX
Purpose Built Tertiary
College
**LECTURER II IN SOCIAL
SCIENCE**
Required for January to be
responsible for a section of
the Economics & Business Studies
Department to teach
sociology/psychology and ap-
plied social studies. Interest
in curriculum development
essential. Tel: Alton 8311
or s.a.s. for further details
and application form.

Scale 2 Posts and above

BERKSHIRE

**LECTURER IN PHYSICAL
SCIENCES**
For details refer to Col-
leges of Further Education
section. (11202) 140020

SIXTH FORM & TERTIARY

continued

HAMPSHIRE
QUEEN MARY'S SIXTH FORM COLLEGE
N.O.R. 100
Required September 1986 or January 1987. Tutor in charge of the College's Extended Course. Tutor with Special and Remedial needs. Scale 2 or 3. Please write for further details to the Principal, Mary's College, Chilworth, Winchester, Hants RG2 3AF. (10087) 140020

HARROW
EDUCATION COMMITTEE
LOWLANDS SIXTH FORM COLLEGE
Lowlands Road, Harrow, Middlesex
Tel: 01-422 2388
Required for September 1986. A temporary full time teacher for the teaching of the subject to 'A' level, for only one year only. To be a member of the CPVE team. To be an advanced Outer London Allowance payable. Application forms from and to be returned to the Principal, Harrow, by 4th July 1986. Harrow is an equal opportunity Employer. 140020 (1555)

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES

EDUCATION COMMITTEE
RICHMOND UPON THAMES COLLEGE
Lecturer in Electrical/Electronic Engineering

£8,076 - £12,945 plus £678 Outer London Teaching Allowance per annum.
Required from 1st September 1986 or as soon as possible. The successful applicant will be required to act as a course organiser and make a significant contribution to the department. The successful applicant will be required to act as a course organiser and make a significant contribution to the department.

Applicants must be prepared to act as a full time tutor. Previous teaching experience would be an advantage but not essential. Advancing but not essential.

Lecturer 1 in Secretarial Studies from 1st September 1986. (Temporary one year post to replace a member of staff on secondment). £6,324 - £11,247 plus £678 Outer London Teaching Allowance per annum.
The person appointed would be required to teach Typewriting, Audio-typing, Office Practice and Word Processing. The ability to teach Typewriting would be an advantage. A range of courses in covered by the Secretarial Studies Department.

Please enclose a stamped addressed envelope for the application form, returnable within 2 weeks. Forms are available from the Administrative Assistant (Personnel) Richmond, upon request. Tel: 01-894 7592. (14773) 140030

WEST SUSSEX
THE COLLEGE OF RICHARD RUSSELL
Rural Road, Horsham, West Sussex RH12 3JZ
Required for September 1986, or as soon as possible. To teach up to and including 'A' level in French to Sixth Form College. Temporary for one year in the French Department. The successful applicant will be required to act as a course organiser and make a significant contribution to the department. The successful applicant will be required to act as a course organiser and make a significant contribution to the department.

DURHAM COUNTY COUNCIL
EDUCATION DEPARTMENT
PETERLEE TERTIARY COLLEGE (GROUP 4)

PRINCIPAL

Applications are invited from persons with suitable qualifications for the post of Principal of Peterlee Tertiary College. This is a Group 4 College. The College opened in September, 1984 as a result of a reorganisation of post-16 education in the East Durham Area. The College has had a successful initial period of development and the Principal will have to demonstrate both commitment and innovation to ensure that this rate of progress is maintained.

The post becomes vacant on 1st September, 1986. It is anticipated that interviews will be held in September.

Further details and application forms, returnable by Friday, 4th July, 1986 from the Director of Education, County Hall, Durham, DH1 5UJ on receipt of a stamped addressed envelope.

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
LUTON SIXTH FORM COLLEGE
Bradgers Hill Road, Luton, Beds. LU2 9JF
Required for September 1986. To co-ordinate the work in support of CPVE. To work in either Higher Science or Vocational Studies, small group ESL and/or Economics. Scale 1. Application forms available from and returnable to the Principal. S.A.E. please. 140022 (16740)

HAMPSHIRE
WIMBOROUGH (SIXTH FORM) COLLEGE
Prospect Avenue, Wimborough, Hampshire GU14 8JU
Required for September 1986. A temporary full time teacher for the teaching of the subject to 'A' level, for only one year only. To be a member of the CPVE team. To be an advanced Outer London Allowance payable. Application forms from and to be returned to the Principal, Harrow, by 4th July 1986. Harrow is an equal opportunity Employer. 140020 (1555)

KNOWSLEY
LONDON BOROUGH OF KNOWSLEY
KNOWSLEY CENTRAL TERTIARY COLLEGE
Lecturer in Law

£8,076 - £12,945 plus £678 Outer London Teaching Allowance per annum.
Required from 1st September 1986 or as soon as possible. The successful applicant will be required to act as a course organiser and make a significant contribution to the department. The successful applicant will be required to act as a course organiser and make a significant contribution to the department.

Applicants must be prepared to act as a full time tutor. Previous teaching experience would be an advantage but not essential. Advancing but not essential.

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SHROPSHIRE
EDUCATION COMMITTEE
EQUAL OPPORTUNITIES EMPLOYER

NEW COLLEGE WELLINGTON
King's Road, Wellington, Shropshire TF1 1NY
Required for September 1986. Temporary, full time teacher for the teaching of the subject to 'A' level in French to Sixth Form College. Temporary for one year in the French Department. The successful applicant will be required to act as a course organiser and make a significant contribution to the department. The successful applicant will be required to act as a course organiser and make a significant contribution to the department.

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BOMERSET
COUNTY COUNCIL
DEVIL COLLEGE
Lecturer in Law

£8,076 - £12,945 plus £678 Outer London Teaching Allowance per annum.
Required from 1st September 1986 or as soon as possible. The successful applicant will be required to act as a course organiser and make a significant contribution to the department. The successful applicant will be required to act as a course organiser and make a significant contribution to the department.

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SHROPSHIRE
EDUCATION COMMITTEE
EQUAL OPPORTUNITIES EMPLOYER

ESSEX
ST. LUKES SCHOOL MLD/SLD
Kilmore Lane, Loughborough, Leics. LE11 1TE
Required for September 1986. To co-ordinate the work in support of CPVE. To work in either Higher Science or Vocational Studies, small group ESL and/or Economics. Scale 1. Application forms available from and returnable to the Principal. S.A.E. please. 140022 (16740)

LANCASHIRE
COUNTY COUNCIL
AN EQUAL OPPORTUNITIES EMPLOYER

THORNTON CLEVELANDS RED MARSH DAY
Specialist Tutor in Mathematics
Required for September 1986. To co-ordinate the work in support of CPVE. To work in either Higher Science or Vocational Studies, small group ESL and/or Economics. Scale 1. Application forms available from and returnable to the Principal. S.A.E. please. 140022 (16740)

KNOWSLEY
LONDON BOROUGH OF KNOWSLEY
KNOWSLEY CENTRAL TERTIARY COLLEGE
Lecturer in Law

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BERKSHIRE
KIDMORE DAY UNIT
27 Kidmore Road, Caversham, Reading RG2 9JF
Required for September 1986. To co-ordinate the work in support of CPVE. To work in either Higher Science or Vocational Studies, small group ESL and/or Economics. Scale 1. Application forms available from and returnable to the Principal. S.A.E. please. 140022 (16740)

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WHITEFIELD SCHOOL AND CENTRE
Macdonald Road, London E17
Head: Mr P Turner
REQUIRED FOR JANUARY 1987

Whitefield is a large special school catering, in separate departments, for some 300 children with a wide variety of special needs. The school also acts as a resource centre for parents and professionals interested in the special needs field. Whitefield's multi-disciplinary approach is reflected in the wide range of professional disciplines represented among the 140 strong staff.

The in-service training facilities, including a special needs library and information service, are probably without parallel in the country.

Department for Specific Behaviour and Communication Difficulties.

The department caters for 44 pupils, age range 5-19 years, with communication and behaviour difficulties, many autistic in origin.

Deputy Head of Department

Scale 3S (plus Outer London Allowance)

Applicants must be qualified, experienced teachers with an advanced degree/diploma in Special Education. A background in autism and curriculum development would be an advantage. They will be required to lead a team and deputise for the Head of Department.

Reference No. S13/87.
Contact Headteacher for application form and further details (and s.a.e.).
Closing date: 4th July, 1986.

AN EQUAL OPPORTUNITY EMPLOYER
Applications are considered for the post regardless of sex, race and marital status

Waltham Forest

Teaching and Support Service

(East Berkshire)

Maidenhead Teachers Centre, Ray Mill Road West, Maidenhead SL6 8SB.

SUPPORT FOR PRE-SCHOOL CHILDREN WITH SPECIAL NEEDS

As a result of a successful bid for an Education Support Grant an opportunity exists from September 1986 until April 1989 to give peripatetic support to families including multi-bilingual pre-school children with severe physical, medical and mental difficulties. Applications will be particularly welcomed from Urdu and Punjabi speakers.

Responsibilities of the postholder will include providing regular visits to children and parents to offer teaching and advice on programmes of educational stimulation based on Portage approaches and ensuring that there is close liaison with support agencies and local schools.

Applications from teachers and nursery nurses with some special educational experience will be welcomed. Training will be given. Salary will be appropriate to qualifications and experience up to a maximum of Burnham Scale 2.

Applicants must hold a current driving licence.

The small team to which the postholder will belong will work mainly in Slough and Maidenhead and will be based in Slough.

Application forms and further details may be obtained from the Head of Service.

Closing date: 4th July 1986.
An Equal Opportunity Employer.

ROYAL COUNTY OF BERKSHIRE

SURREY COUNTY COUNCIL

FRINGE AREA LONDON ALLOWANCE £282 p.a. throughout the County.
Temporary housing may be available.
Generous relocation expenses in approved cases

Re-Advertisement

Visiting Teacher for the Visually Impaired

Scale 3 Teacher required from September to provide educational support for visually impaired children, under the Advisory Teacher for the Visually Impaired.

Application forms are available from the County Education Officer (TP/PE), County Hall, Kingston upon Thames KT1 2DJ. Closing Date 4 July 86.
Previous applicants will be reconsidered

SPECIAL EDUCATION
HUMBERSIDE
HEARING IMPAIRED
Lowfield Lane, Malton, North Yorkshire YO16 6JF
Required for September 1986 or January 1987. To co-ordinate the work in support of CPVE. To work in either Higher Science or Vocational Studies, small group ESL and/or Economics. Scale 1. Application forms available from and returnable to the Principal. S.A.E. please. 140022 (16740)

LANCASHIRE
COUNTY COUNCIL
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KNOWSLEY CENTRAL TERTIARY COLLEGE
Lecturer in Law

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SHROPSHIRE
EDUCATION COMMITTEE
EQUAL OPPORTUNITIES EMPLOYER

WEST SUSSEX
SIXTH FORM COLLEGE
N.O.R. 100
Required September 1986 or January 1987. Tutor in charge of the College's Extended Course. Tutor with Special and Remedial needs. Scale 2 or 3. Please write for further details to the Principal, Mary's College, Chilworth, Winchester, Hants RG2 3AF. (10087) 140020

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KNOWSLEY CENTRAL TERTIARY COLLEGE
Lecturer in Law

£8,076 - £12,945 plus £678 Outer London Teaching Allowance per annum.
Required from 1st September 1986 or as soon as possible. The successful applicant will be required to act as a course organiser and make a significant contribution to the department. The successful applicant will be required to act as a course organiser and make a significant contribution to the department.

Applicants must be prepared to act as a full time tutor. Previous teaching experience would be an advantage but not essential. Advancing but not essential.

LONDON BOROUGH OF HAVERING HAVERING TECHNICAL COLLEGE

Co-ordinator of Education Provision for the Adult Unemployed (RE-ADVERTISEMENT)

TEMPORARY TWO-YEAR POST (Education Support Grant)

This new post within the Borough's Further, Adult Education and Youth & Community Service has been financed by a Department of Education and Science Support Grant for the two years from 1986 to 1988.

The post-holder will be responsible for the planning, co-ordination and development of education provision within the Borough for unemployed adults and those seeking a fresh start in employment.

Applicants should have experience of teaching and course design for the adult unemployed, and of linking with a wide variety of agencies.

The salary will be £14,046 p.a. + London Weighting of £878, and the appointment will be made under the National Joint Council's agreement on Conditions of Service for Local Authority Officers.

Please send a stamp for application form and further particulars to the Principal, Havering Technical College, Ardleigh Green Road, Hornchurch, Essex, RM11 2LL. Completed application forms to be returned by Friday 4th July 1986.

15495

WALTHAM FOREST COLLEGE FOR FURTHER & HIGHER EDUCATION

SCHOOL OF CATERING, HOTEL ADMINISTRATION & TOURISM

Lecturer Grade I

is required to teach Hotel Reception to full time students on both C & G 709 and College Diploma Courses. Vacancy from 1 September 1986

An ability to offer additionally one of the following specialisms would be an advantage -

First Service, Travel Studies or Housekeeping

First class training experience, personal and practical training ability, languages

DEPARTMENT OF GENERAL EDUCATION

Lecturer Grade I

(Temporary one year contract) in Economics with related subjects required for September 1986.

Salary: £7002 to £11526 inclusive, according to age and experience.

Application forms and further details from the College Personnel Services Officer, Waltham Forest College, Forest Road, London E17 4JB. Telephone: 827 2311 Ext. 259.

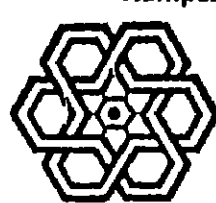
Closing date: 4th July 1986.

15497

AN EQUAL OPPORTUNITY
EMPLOYER
Applicants are considered for their
qualifications for the post regardless of
disability, sex, race and marital status



Hampshire County Council



Highbury College

COMMUNICATION & MEDIA STUDIES DEPARTMENT LECTURER II

GENERAL AND COMMUNICATION STUDIES

Applications are invited for the above post for January 1987. The successful candidate will assume responsibility for curriculum development work in the areas of People in Organisations, Open Tech and short course initiatives.

Salary: £8,076-£12,945 (currently under review)

MECHANICAL ENGINEERING DEPARTMENT

LECTURER II

To teach BTEC subjects in Mechanical Science, Instrumentation and Control, Mathematics or Materials

Salary: £8,076-£12,945

LECTURER I

To teach Production Engineering subjects and Workshop Practice.

Salary: £8,324-£11,247

Further particulars and application forms for the above posts from College Office Extension 225

106825

Cosham, Portsmouth PO6 2SA
Telephone (0705) 383131

COLLEGES OF FURTHER EDUCATION continued

City of Salford

Applications are invited from appropriately qualified and experienced candidates for the following appointments to be offered from 1 September 1986 or as soon as possible thereafter.

Department of Food & Home Economics

HEAD OF DEPARTMENT (GRADE V)

As the Department offers a wide range of courses in Catering, Bakery, Meat Technology and Home Economics, applicants should be suitably qualified and be able to provide management leadership in a large multi-disciplinary department.

Department of Art and Industrial Design

SENIOR LECTURER IN GRAPHICS AND ADVERTISING DESIGN LECTURER II/SENIOR LECTURER IN EXHIBITION AND RETAIL DESIGN

LECTURER I IN GRAPHIC DESIGN SPATIAL DESIGN

Department of Business & Management

LECTURER II/SENIOR LECTURER IN BUSINESS STUDIES

(Business Systems and Numeracy)

TEMPORARY LECTURER I IN ACCOUNTING

TEMPORARY LECTURER I IN MANAGEMENT

(Public Sector and General Management)

TEMPORARY LECTURER I IN HOUSING STUDIES

Department of Performing Arts and Media Studies

TEMPORARY LECTURER I IN MEDIA AND COMMUNICATION STUDIES

Department of Science

HEAD OF SCHOOL OF PHYSIOTHERAPY

PRINCIPAL LECTURER TEMPORARY LECTURER I IN OCCUPATIONAL THERAPY

Temporary lectureships are normally for the academic year 1986-87 only.

Salary in accordance with Burnham Scales for Teachers in Establishments of Further Education.

Application forms and further particulars may be obtained from the Principal, Frederick Road, Salford M6 6PU, tel 061-736 6541, to whom completed forms should be returned with out delay.

100616



ilea colleges

Applications are invited for the following posts:

SOUTH LONDON COLLEGE

Applications are invited for the following posts:

HACKNEY COLLEGE

Applications are invited for the following posts:

SOUTH THAMES COLLEGE

Applications are invited for the following posts:

BRENT COLLEGE

Applications are invited for the following posts:

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Applications are invited for the following posts:

COLLEGES OF FURTHER EDUCATION

BEDFORDSHIRE

BEDFORD COLLEGE OF HIGHER EDUCATION

Applications are invited for the following posts:

BEDFORD COLLEGE OF HIGHER EDUCATION

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LONDON BOROUGH OF ERITH COLLEGE OF FURTHER EDUCATION

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BURY

METROPOLITAN BOROUGH OF BURY EDUCATION DEPARTMENT

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Applications are invited for the following posts:

CUMBRIA

COUNTY COUNCIL

Applications are invited for the following posts:

RESEARCH POSTS continued

YORKSHIRE
ST WILLIAM'S
FOUNDACTION
ONE YEAR RESEARCH
POSTS AT THE
UNIVERSITY OF SHEFFIELD
TECHNOLOGY
EDUCATION PROJECT

Applications are invited for two one-year research posts in connection with the above project, the aim of which is to explore ways in which technological awareness can be developed in the curriculum of both primary and secondary schools. The research is part of a long-term study in the Yorkshire and Humberside region and the successful candidates will be building on the work carried out by the research associates in 1985. They will also be working with teachers seconded for one year from the region's secondary schools. The posts are available at the University of Sheffield, Sheffield, S10 2TN. The salary is £11,750. Additional teacher secondments to the project will also be considered.

Further particulars are available from the St. William's Foundation, 100, Wellington Street, York YO1 2JP. Tel: 0904 427444, and applications should be sent to the above address not more than two weeks after the appearance of this advertisement. (16508) 290000

Adult Education

NORTHUMBERLAND
PRUDHOE HOSPITAL
Adult Education Centre
Lecturer, Grade 1 required
Education (16697)

Further details and application forms from the Education Officer, 112161 380000

ilea Inner London
Education Authority
NEW CAMDEN ADULT EDUCATION INSTITUTE

Principal (Group 4)

The newly constituted Adult Education Institute for the borough of Camden, formed from the existing Camden Institute and parts of Central and Marylebone-Paddington Institutes requires a Principal to commence duties as from January 1987.

The area of Camden which the Institute will serve contains a diversity of social and economic groups and ethnic communities. Applicants will need to have proven ability and experience in the education of adults and also have the understanding and ability to think strategically about future provision for adults across the post school sector. The Principal will lead a new staff team within a structure that aims to be more responsive to the community it serves.

Other important aspects within the role of the Principal will be promoting links with other educational providers, statutory and voluntary community organisations. A working experience in a multi-racial inner city area will be an advantage. A commitment to the implementation of the ILEA Equal Opportunities policies is essential.

Applicants from ethnic minorities, women and disabled people will be welcomed as these groups are under represented among ILEA Principals and vice-principals.

Salary scale in accordance with the Burnham FE Document 1985. Principal Group 4 max. £21,584 plus £1,038 London allowance.

Further details and application forms from the Education Officer, ILEA/PS/CECS, Room 238a, County Hall, London, SE1 7PB. Please enclose a full CV. Closing date 4 July 1986. ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER (15489)

Buckinghamshire
County Council
EDUCATION DEPARTMENT
Equal Opportunity Employer
BASIC EDUCATION TUTOR,
Milton Keynes

Burnham Lecturer II (3-7) £9,534-£11,433

This post is a fixed-term contract of two years and arises out of a Joint Literacy Basic Skills Unit which has attracted Adult Literacy Basic Skills Unit funding. The tutor will join the existing basic skills staff but will concentrate on a community-based probation service project to address the problems of unemployment and offending behaviour. This project is located in premises which are within a shopping and offices precinct in Wolverton.

The tutor will be expected to make use of existing provision and to develop further appropriate literacy and basic skills services. In addition the tutor will be expected to devise models of co-operation between education and probation services which could be developed elsewhere.

Applicants must not only have the necessary literacy skills but be able to work with a variety of other colleagues and use appropriate networks.

Application forms and further details from Chief Education Officer (Ref J13), County Hall, Aylesbury, Bucks, HP20 1UZ. The closing date for applications is 7 July 1986. (20036)

HAMPSHIRE

SOUTHAMPTON INSTITUTE
OF ADULT YOUTH
COMMUNITY EDUCATION
ORDINATOR
F.E. LECTURER II UNTIL
MARCH 1987

Required as soon as possible a candidate to coordinate A.B.E. provision across the City during the second year of the existing Co-ordinator.

The candidate should have experience of adult basic education including English as a second language. Successful candidates should be able to contribute to staff development and training initiatives within the Institute across the specialist of adult, youth and community education. The Institute has adopted an anti-racist policy and we are seeking staff who will contribute to the implementation of this policy.

For further details and application forms contact John Brey, Southampton Institute of Education, 7, Fore Street, Argyle, Southampton SO9 4BC. Closing date for application 15 July 1986. 380000 (10094)

HOUNSLOW
SPRING GROVE CENTRE
FOR CONTINUING
EDUCATION

ASSOCIATE LECTURER:
TECHNOLOGY
Required for September.
Required for CDT at this centre and to support its development and to support its development and to support its development.

The successful candidate will be responsible for the immediate future of the Centre. The teaching will include at least one group of students. The Centre offers a range of courses including: Jewellery-making, Artistic Restoration and up-to-date education to Woodwork. Experience in the above areas will be an advantage.

Salary: F.E. L1 £4,816, £7,498 plus pro rata £484. London Weighting. Closing date: 4th July, 1986. Further details and application forms from Head of Centre: 112161 380000

HOUNSLOW

SPRING GROVE CENTRE
FOR CONTINUING
EDUCATION
ASSOCIATE LECTURER:
ADULT BASIC EDUCATION

Required for one year from September 1986, experienced A.B.E. tutor to join team based at Spring Grove Centre to be responsible for the development of adult basic education in other centres, and for some development of basic education in association with primary schools. The successful candidate will be responsible for the development of adult basic education in other centres, and for some development of basic education in association with primary schools.

Salary: F.E. L1 pro rata £216, £7,498 plus £484 London Weighting. Application forms from Head of Centre: 112161 380000

ARE AN EQUAL OPPORTUNITY EMPLOYER. (11215)

WEST SUSSEX
WORTHING COLLEGE OF
TECHNOLOGY
ASSOCIATE LECTURER:
TECHNOLOGY

Required for September. The successful candidate will be responsible for the development of adult basic education in other centres, and for some development of basic education in association with primary schools.

Salary: F.E. L1 pro rata £216, £7,498 plus £484 London Weighting. Application forms from Head of Centre: 112161 380000

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Further details and application forms from Head of Centre: 112161 380000

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Youth and
Community Service

BASTYUSSEX

The Youth Service has recently completed a major review of its objectives and has adopted a policy document that clearly sets out the aims and objectives of the service. The service is now looking for a Youth Worker to join the team based at Spring Grove Centre to be responsible for the development of adult basic education in other centres, and for some development of basic education in association with primary schools.

Salary: F.E. L1 pro rata £216, £7,498 plus £484 London Weighting. Application forms from Head of Centre: 112161 380000

ARE AN EQUAL OPPORTUNITY EMPLOYER. (11215)

HOUNSLOW
SPRING GROVE CENTRE
FOR CONTINUING
EDUCATION

ASSOCIATE LECTURER:
TECHNOLOGY
Required for September.

The successful candidate will be responsible for the development of adult basic education in other centres, and for some development of basic education in association with primary schools.

Salary: F.E. L1 pro rata £216, £7,498 plus £484 London Weighting. Application forms from Head of Centre: 112161 380000

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ARE AN EQUAL OPPORTUNITY EMPLOYER. (11215)

BIRMINGHAM

YOUTH WORKER
FOR A YOUTH
COUNCIL
EDUCATION
OFFICER

An opportunity for a young person or a person with a degree in education to work as a member of an educational team, and to collaborate with staff in the development of youth work in the City of Birmingham.

Salary: F.E. L1 pro rata £216, £7,498 plus £484 London Weighting. Application forms from Head of Centre: 112161 380000

ARE AN EQUAL OPPORTUNITY EMPLOYER. (11215)

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DEVON

COUNTY COUNCIL
PLANNING AND
DESIGN
OFFICER

An opportunity for a young person or a person with a degree in education to work as a member of an educational team, and to collaborate with staff in the development of youth work in the City of Birmingham.

Salary: F.E. L1 pro rata £216, £7,498 plus £484 London Weighting. Application forms from Head of Centre: 112161 380000

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ENGLISH
LANGUAGE
INSTRUCTIONS

C. £13,517 p.a. inc. tax free

Allied Medical Group are leading British consultants on health care projects throughout the Middle East. We manage two Ministry of Defence and Aviation hospital contracts totalling 600 beds at Khamsi Mubayyir, in the south west and Tabuk in the north west. Both complexes serve military and air force personnel and their families.

As part of a programme of training Saudi Nationals to eventually take over many of the roles currently undertaken by expatriates, you will assist Saudi students meet learning objectives, covering subjects such as basic language skills, technical/medical terminology relating to specific skills training.

We seek experienced professionals, qualified to degree level in English, Education or Linguistics (or other appropriate academic degree). TEFL and PCE would be a distinct advantage. You will need a minimum of two years ESL teaching experience, preferably including either teaching English for special purposes or vocational/technical education. A knowledge of mathematics and basic science would be an asset and familiarity with a health care environment is desirable. Experience of working and living abroad is essential.

Apart from the tax free salary (which is inclusive of service award and based on £3 Saudi Riyal = £1), this one year, single status assignment attracts a benefits package which includes: free, furnished accommodation; free flights; free health care and a wealth of leisure facilities.

For further details, please write, quoting ref: TKA/4852/T, to: Philip Tomkins, Senior Personnel Officer, Allied Medical Group, 12/18 Grosvenor Gardens, London SW1W 0DZ. Or call 01-730 4551. (10091)

Allied Medical Group
The Best of British Health Care in the Middle East

Further details and application forms from Head of Centre: 112161 380000

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YOUTH & COMMUNITY

GRAMPIAN
REGIONAL COUNCIL
SENIOR COMMUNITY
EDUCATION WORKER

Based at the Beacon Community Education Centre, Perth, the successful candidate will join the North (Aberdeen) Division of Education. The number of rapidly expanding opportunities on the edge of the city. Post requires an enthusiastic and committed worker. Salary: £9,282 - £11,619 (plus payment for irregular hours and weekend working). Ref: 489/6755.

Applicants for the above posts should be suitably qualified to degree level in English, Education or Linguistics (or other appropriate academic degree). TEFL and PCE would be a distinct advantage. You will need a minimum of two years ESL teaching experience, preferably including either teaching English for special purposes or vocational/technical education. A knowledge of mathematics and basic science would be an asset and familiarity with a health care environment is desirable. Experience of working and living abroad is essential.

Apart from the tax free salary (which is inclusive of service award and based on £3 Saudi Riyal = £1), this one year, single status assignment attracts a benefits package which includes: free, furnished accommodation; free flights; free health care and a wealth of leisure facilities.

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INNER LONDON

EDUCATION AUTHORITY
BENGOAL WORKS ACTION
GROUP
YOUTH WORKER

A youth worker is required to work with young people in the London Borough of Camden. The successful candidate will have the independence, initiative and energy to develop a range of youth work settings, and to work with young people in the community. The work will be done in the evening and on weekends. The successful candidate will be responsible for the development of adult basic education in other centres, and for some development of basic education in association with primary schools.

Salary: F.E. L1 pro rata £216, £7,498 plus £484 London Weighting. Application forms from Head of Centre: 112161 380000

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Further details and application forms from Head of Centre: 112161 380000

ARE AN EQUAL OPPORTUNITY EMPLOYER. (11215)

Further details and application forms from Head of Centre: 112161 380000

OVERSEAS POSTS continued

GREECE

EFL Teachers required for Athens, Thessalonika, provincial towns, Crete and other islands. Applicants must have a degree and/or teachers diploma for work permit. EFL experience and qualifications preferred. Please send curriculum vitae, recent photo, telephone number and self-addressed envelope to Teachers in Greece, 15 Millbank Street, Christchurch, Dorset, BA1 1JG (04538) 460000

HEAD OF RELIGIOUS STUDIES DEPARTMENT at a R.C. Girls High School seeks one year exchange with U.K. Teacher. Write to: Mr. Simmons, 1 Dalglish St., Walsby, New Zealand. (16807) 460000

ISTANBUL

We need English teachers for a R.C. Girls High School. Requirements: University degree, pedagogical certificate, British English and British citizenship. Three years experience in teaching. Please send as soon as possible a full C.V. with photograph and telephone number to: Mr. George, 100000, Kizilirmak, Istanbul, Turkey. (11223) 460000

ITALY

Required mid-September fully qualified experienced teacher to teach in small Language School in Calabria, Southern Italy. For further details please send cv and references to Veronica Taylor, M.A. 30 Fleet St., Gresham House, Fleet, Hants. RG1 1AA. (16153) 460000

ITALY

Long established and professional language schools group in North Italy requires two EFL Teachers. Must be professionally qualified (especially College of Education), and have TEFL qualifications and experience. Knowledge of Italian an advantage. EEC nationality only. For application form and brochure on terms of employment, contact: Miss J. Hughes, 36 Chesterfield Road, London W4. Tel: 01-935 3866 (after 4.30 p.m.). (16378) 460000

ITALY

Language School in North East Italy requires two EFL Teachers. Must be professionally qualified (especially College of Education), and have TEFL qualifications and experience. Knowledge of Italian an advantage. EEC nationality only. For application form and brochure on terms of employment, contact: Miss J. Hughes, 36 Chesterfield Road, London W4. Tel: 01-935 3866 (after 4.30 p.m.). (16378) 460000

ITALY

Italian mother tongue, graduates in Italian Literature, 23 years old, seeks University, College or Polytechnic post as Tutor. Please write to: Giulio Torricelli, Via Torino No. 45, 16149 Genova, Italy. (17647) 460000

KENYA

TEACHING VACANCIES Applications are invited from teachers of General Primary Subjects (5-11 yrs) to take up exchange positions in Nairobi for one year from January 1987. Five years teaching experience in Kenya or equivalent. Further details and application forms please send to: The Kenya Education Commission, P.O. Box 200, Nairobi. (16553) 460000

KENYA

PRIVATE SCHOOL offers September appointment for teacher of Physics AND either Mathematics or Computer Studies. Kindly send C.V. to The Kenya Education Commission, P.O. Box 200, Nairobi. (16553) 460000

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JAPAN

OFFICE OF JAPANESE WOMEN'S JUNIOR COLLEGE Japan. Opening for full-time English language professor/lecturer. Mrs. Saine. The English Centre, Pedro Frances 2A, Ibiza. (16753) 460000

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TURKEY

English teachers with B.A. degrees and teaching certificates required. For more details send full details to EFL, G.O.P. Ankara, Turkey. (1606) 460000

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Senior County Inspector (Eastern Area)

Salary Scale - Headteacher Group 10/11 £19,260 - £22,332 p.a.

Applications are invited from suitably qualified persons for the post of Senior County Inspector (Eastern Area). The successful applicant is likely to have held a senior post in a school and to have had extensive experience with a Local Authority Inspectorate or Advisory Service. Further particulars and application forms are available from:

Chief Education Officer, Staffing Non-Teaching Section, Education Offices, Tipping Street, Stafford, ST16 2DH

(please enclose A4 S.A.E. for reply) to be returned not later than Monday, 30th June, 1986.

Trade Union Membership encouraged.

Staffordshire County Council

Applications are invited for these two senior posts in the Education Department located in Northampton House. The vacancies follow the retirement of two colleagues; there have been some adjustments to responsibilities and there will be further minor opportunities for review over the next 12 months.

ASSISTANT COUNTY EDUCATION OFFICER (Schools)

This post is responsible for all schools in the County through a team of four Assistant Education Officers with a further AEO for children with special needs, all of whom are located centrally in Northampton House. (Post No A3)

ASSISTANT COUNTY EDUCATION OFFICER (Finance and Accommodation)

Applications are invited from suitably qualified persons for the post of Assistant County Education Officer (Finance and Accommodation). The successful applicant will be responsible for the financial and accommodation aspects of the County's education services. Further particulars and application forms are available from the County Education Officer, Education Department, Northampton House, (Telephone Northampton (0604) 266372). Please quote Post No.

Northamptonshire Education

General Inspector (Primary Phase)

£17,133-£18,567 p.a. (pay award pending) (Soulbury H.T. Group 9)

A well qualified and experienced man or woman is required for this challenging post in the Advisory and Inspection Service. Nottinghamshire is committed to an expanding programme of curriculum and professional development. Candidates are sought who, from a broad base of relevant skills and understanding, can contribute fully to this comprehensive programme as it relates to the field of primary education.

This is a new vacancy arising from a promotion within the service. Applicants for the previous vacancy, recently advertised, may ask for their applications to be brought forward. Relocation expenses where appropriate. Application forms and further details are available from the Director of Education at County Hall. Please include a 17 stamped addressed envelope (11 x 22cm). Closing date 4 July. Please quote ref. 165.

An Equal Opportunity Employer.

Nottinghamshire County Council

County Hall - West Bridgford Nottingham NG2 7QP

ADMINISTRATION - LEA continued

HAMPSHIRE EDUCATION COMMITTEE ADVISORY SERVICE Applications are invited from qualified and experienced teachers for the following posts:

District Careers Adviser, Southampton. Advertisement - P.O. 211, 604 - £12,815. Ref: 104335. District Careers Adviser, Wexham. Advertisement - P.O. 211, 604 - £12,815. Ref: 104335. The successful applicants will manage a team of Careers Advisers and support staff, all supervised at district level, all vocational guidance and employment services provided for young people attending schools and colleges. In training or who are unemployed. Other duties will include the staff at local level and the development of employment education liaison activities and all other work with employers. For further details and application forms please contact the Director of Education, Hampshire Education Committee, Winchester 4411, Ext. 370. Applications should be returned to the Director of Education, Hampshire Education Committee, Winchester 4411, Ext. 370. Closing date 4 July 1986. (1606) 460000

General Adviser

with special responsibility for EDUCATIONAL COMPUTING AND MICROELECTRONICS

Soulbury Headteacher Group 9/10 (£17,133 - £19,683 under review)

Applications are invited from experienced teachers for the post of General Adviser. The successful applicant will have responsibility for the provision of advice to the authority, providing support for teachers and for other advisers, and managing a small team of educational computing development officers and technicians. Experience of advisory work and of organising in-service courses for teachers will be a distinct advantage.

Application forms and further particulars may be obtained from The Educational Personnel Unit, The Castle, Winchester, SO23 8UG, enclosing a s.a.e. and quoting post number CE 12 036. Closing date for the receipt of completed applications, 15 July 1986. Interviews early in September. Commencement January 1987 or earlier if possible.

ASSISTANT PRINCIPAL CAREERS OFFICER

Ref No: EDU/0137/CO Salary Grade: PO 6-9 £12,885-£14,025 To lead and direct the general management and development of the careers service, to include coordination, day-to-day management and monitoring the operations and practices of staff at all levels. You will report to the Principal Careers Officer and deputise as necessary. You should be a qualified Careers Officer and have at least five years' experience in the Careers Service, to include sound experience in staff management at a senior level. This is a re-advertisement - previous applicants need not re-apply as their applications will be taken into consideration. Further details and application form, returnable by 27th June 1986 from Director of Personnel (Tel: Bristol 298566 - Answer on this number after office hours), PO Box 270, Avon House, The Haymarket, Bristol BS99 7HE. Please quote reference number.

EDUCATION DEPARTMENT CAREERS SERVICE

Avon as an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation.

BOLTON METROPOLITAN BOROUGH

SENIOR CAREERS OFFICER (POST SCHOOLS WORK)

£19,975-£20,838 per annum

Applications are invited from qualified Careers Officers for the above post. The postholder will act as team leader, under the direction of an Assistant Principal Careers Officer responsible for the post-schools work of the Careers Service. Previous applicants will remain under consideration and need not re-apply.

Application forms and further details are available from the Personnel Officer, Personnel Services, Town Hall, Bolton BL1 1RU (Tel: Bolton 22311 Ext. 587 and 6105) to whom same should be returned by 7th July. Registered Disabled Persons are invited to apply. Trade Union Membership is a condition of service.

An Equal Opportunity Employer.

(16498)

Cheshire Principal Adviser for Secondary Education £20,787-£22,332 Soulbury Group 11

This post is available from January 1987 or earlier if possible. Its responsibilities are county-wide, and include the leadership of a team of six Secondary Advisers in the task of ensuring the highest possible quality of educational provision in secondary schools. The successful candidate will have had substantial teaching experience in the age range 11-19, and senior posts in secondary schools. Advisory experience will be advantageous. This is a re-advertisement. Earlier applications will be re-considered. Further details available from the Director of Education, Cheshire County Council, County Hall, Chester, Tel: (0244) 602326. Closing date 7th July 1986. Interviews will be held late September/early October 1986. All applicants will be considered on the basis of suitability for the post, regardless of sex, race, marital status, religion or disability.

Applications are invited from experienced teachers for the post of Principal Adviser. The successful applicant will have responsibility for the provision of advice to the authority, providing support for teachers and for other advisers, and managing a small team of educational computing development officers and technicians. Experience of advisory work and of organising in-service courses for teachers will be a distinct advantage.

Application forms and further particulars may be obtained from The Educational Personnel Unit, The Castle, Winchester, SO23 8UG, enclosing a s.a.e. and quoting post number CE 12 036. Closing date for the receipt of completed applications, 15 July 1986. Interviews early in September. Commencement January 1987 or earlier if possible.

Assistant Education Officer (Sites and Buildings)

P.O. D/EF - £14,025-£16,906 p.a.

Applications are invited for this new fourth tier post. Applicants should be graduates, or have graduate level qualifications, with teaching experience and successful management experience in Local Education Authority. The person appointed will be involved, in the first instance, in the planning, control and monitoring of the capital programme and in a wide range of working parties and development work.

Application forms and further information available from the Chief Education Officer, Staffing Non-Teaching Section, Tipping Street, Stafford, ST16 2DH. Closing date Friday, 4th July, 1986. Trade Union membership encouraged.

Staffordshire County Council

(16452)

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JOINT GCE 'O' LEVEL/CSEC EXAMINATIONS
1987

Applications are invited for the appointments of

CHIEF EXAMINERS
and
CHIEF PROJECT MODERATORS
in
BUILDING STUDIES
VEHICLE DESIGN AND ENGINEERING
and
CHIEF EXAMINER
in
CDT: DESIGN AND COMMUNICATION

Appropriate academic qualifications, relevant teaching experience and examining experience at CSE and/or GCE 'O' level are required.

The duties of Chief Examiners include the setting of question papers, the preparation of marking schemes and the supervision of team teachers and examiners; the duties of Chief Project Moderators include the co-ordination and supervision of assistant moderators.

Application forms and further details may be obtained from The Secretary (Ref: JCS), University of Cambridge Local Examinations Syndicate, 1 Hills

Examinations Syndicate by Friday, 11th July 1988.

GCSE

CHIEF EXAMINERS

CHIEF MODERATORS

The Northern Examining Association is appointing
Chief Examiners, Chief Moderators, etc, for the 1988 GCSE
examination during 1986. In some subjects appointments

the NEA comprises one GCE board, JMB, and four CSE boards: ALSEB, NREB, NWREB and YHREB.

Applicants should be under 60, with five recent years' teaching experience and at least three years' examining/moderating experience, preferably at a senior level.

Applications are invited now for the appointments listed:

CHIEF EXAMINERS

ENVIRONMENTAL STUDIES: one appointment (re-advertisement).
HOME ECONOMICS: HOME AND FOOD: one appointment (re-advertisement).
MODERN HEBREW: one appointment (re-advertisement).
ORTICULTURE (PLANT STUDIES): one appointment.
ISH: one appointment (re-advertisement).
KRAINIAN: one appointment (re-advertisement).
CHIEF MODERATORS, CHIEF COORDINATORS, ETC.

CHEMISTRY: five appointments.
 CLASSICAL SUBJECTS: one appointment.
 ENVIRONMENTAL STUDIES: one appointment.
 HOME ECONOMICS: FOOD: five appointments.
 HOME ECONOMICS: HOME AND FOOD: one appointment.
 HOME ECONOMICS: TEXTILES:
 one appointment.
 PHYSICS: five appointments.

Further details (including
 closing date for applications)
 and application forms may be
 obtained from:
 A Examiner Appointments,
 Matriculation Board,
 Manchester, M15 6EU.
 Previous applicants for
 advertised posts
 would not re-apply.

